JANUARY 1956

# The School Executive



## 1955: SCHOOL ADMINISTRATION IN REVIEW

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The School Executive

JANUARY 1956 VOLUME 75 NUMBER 5

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# Preview of February

The February *School Executive* is going to be big in quantity and quality. Here is a peep-hole look. Dr. Robert Koopman, of the Michigan State Department of Education, is the author of the Green Sheet. His subject, "Contributions Schools are Making".

The Planning Section this time deals with "Planning"—Educational Variety. Representatives of six school systems describe how it is done in their school systems. Real food for thought here.

Among other articles are: Douglas Ward's on "Education for the A-H-C Bomb Age"; "Photography and the Annual Report" by Fred Moore; "Educators and Citizens Advisory Committees" by Esther J. McKune; "Economies in Building Construction" by Charles Ritch; and an open letter to educators from Margaret H. Bacon, who is an educator herself. Many more, plus the regulars. Look for it around January 25.

Sincerely,
Walter D. Cocking, editor


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THE SCHOOL EXECUTIVE
is holding its
fifth annual

## Competition for Better Design of Educational Buildings

All architects in the United States and Canada who have designed a school building which was constructed in whole or in part during 1955 are invited to participate in the competition.

This event is approved by the A. I. A. Committee on Competitions.

There is no entry fee.

Entries must be sent to THE SCHOOL EXECUTIVE, 470 Fourth Avenue, New York 16, N. Y., by March 1, 1956.

Materials to be judged must be received by THE SCHOOL EXECUTIVE on or before March 15, 1956.

Judging will be done by a distinguished panel of architects and educators.

Winners will be announced in April, 1956.

All entries will be exhibited at three School Building Conferences sponsored by outstanding universities.

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This school building was among the 139 designs entered by architects in the 1953 Competition for Better School Design.



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## AS I SEE IT

by Walter D. Cocking

# Nineteen-Hundred and Fifty-five

NINETEEN HUNDRED AND FIFTY-FIVE was another troubled year among the many our generation has experienced. Rays of sunshine at moments broke through the dark clouds which covered the world.

The United Nations continued to meet and talk together. The heads of the four great nations met at Geneva in an epochal conference. Cold and hot wars continued with varying intensities. More devasting missiles of death were produced and in greater quantities. Representatives of the free world and the communist countries interchanged visits more frequently. Peron fell in Argentina. Colonialism was under severe attack everywhere.

America set new highs for productivity and its standard of living was never higher. Inflation continued its march throughout the world. Death on the highways mounted. Forward steps were taken in the continuing battle to prevent and control disease. Thousands of lives and billions of dollars worth of property were lost from storm, flood and fire. President Eisenhower's illness shocked the world and his recovery brought renewed hope and courage to men everywhere.

New inventions and discoveries opened new avenues for future progress in many lines. Men still strove for freedom and it was denied to many. In the local communities, people worked, played, rejoiced, sorrowed as they sought to live fully and to attain their ideals. The baby crop in the United States exceeded all previous records. The Brooklyn Dodgers won the World Series.

IN SUCH A SETTING, the wheels of school administration continued to turn. The roads were rocky but some progress was made. History will record that 1955 was a significant year for the interest which citizens displayed in their schools. Culminating in the White House Conference on Education, attended by more than 2000 citizens, the people in the 48 states and territories came together at state, regional and community gatherings to discuss their schools and how they could be improved. Surely, one result will be greater concern and a determined resolve to make schools more effective. Administrators have great opportunity and responsibility to capitalize on this year of discussion.

Schools in 1955 were beset with many issues and problems, some old and some new but all difficult. The administrator was in the midst of all of them.

Enrollments continued to boom and no end was in sight. These ever-mounting hordes of boys and girls brought problems with them and created new ones. These pupils not only came in greater numbers, they stayed longer. They had to be equipped for a rapidly changing world. Society was demanding new and stronger activities and programs. Every effort was exerted to meet the needs of these youngsters.

More money was involved. Though the national productivity was exceeding that of all former years, the tax structure, largely outmoded, made it difficult and well nigh impossible to tap our wealth in sufficient amount to make available the money needed. It was a strange paradox in 1955 that in a year of plenty our schools were so destitute.

MORE GOOD TEACHERS were badly needed. In fact many school systems had difficulty getting teachers of any kind in sufficient numbers to meet the growing school population. Administrators recommended salary increases partly to be in a more strategic bargaining position. When successful, they stood a better chance to retain the teachers they had and were able to lure teachers from other less fortunate systems. At the same time, administrators knew the schools required more competent teachers. How were they to be recruited and properly prepared? Administrators admitted they had some responsibility but most of them didn't know what to do.

Then there was the school building problem, how to make old buildings suitable to house modern programs, how to plan necessary new plants. And associated with these problems, how to secure public approval and dollars to build them. While hundreds of new buildings were built, only a small dent was made in the accumulating and insatiable demand for new buildings.

And thus we might go on, describing the administrators' tasks in 1955—the joys and tribulations, the successes and failures, the opportunities and responsibilities. The purpose of this January 1956 issue is to do that in more detail. A group of outstanding educators and laymen who have been close to the situation, indeed a part of it, was invited to describe the events of 1955 as they saw them, and thus to make it possible for all the rest of us to view the year also. It was a difficult assignment. As you read the pages which follow, I am sure you will agree that they succeeded admirably.

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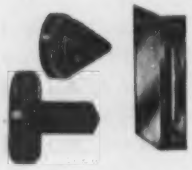


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# KEYNOTES / comments on the educational scene

### The paradox of 1956

THE YEAR 1956 FINDS the United States in a strange situation. Never before has any nation had such a high level of productivity.

At the same time it has rarely, if ever, been as difficult to finance our schools as it is today. Everyone agrees that good schools are necessary, that enrollment figures will continue to rise, that the school program will continue to expand.

The problem is to provide the revenues to make these things possible. In such a period it would seem natural to expect that people would agree to spend more on teaching, buildings, equipment and other things schools need. However, it is not necessarily so.

More and more school officials reacting to pressures are seeking ways to obtain these things for less money or to get along in the scantiest fashion and with inadequate buildings, both in quantity and quality. Why such a paradox?

If our tax structure is to blame, let's remake it. If our desire to spend our money for other things is at fault, let's re-examine our value system. Whatever the causes, it is not good business for us and for the future to give our children second rate schooling in the period of the nation's greatest financial prosperity.

### Rotating the chairmanship

SCHOOL BOARDS WHICH have practiced annual rotation in the chairmanship have made a significant advance towards promotion of the democratic process. Enough boards have pursued this policy at this date to make possible measurement of the results.

The system of rotation tends to keep policy-making the chief objective of the board of education, permitting coverage of the widest possible area of questions without limitation by one directing mind.

It also helps local citizens to feel that no entrenched power prevents the public interest from consideration at any specific time.

### New Advisory Board members

THE SCHOOL EXECUTIVE announces with pride the acceptance of five-year terms on its Advisory Board of Editors by the following: Superintendent William E. Bishop, Englewood, Colorado; Professor Van Miller, University of Illinois, and Superintendent E. W. Wiltse of Grand Island, Nebraska.

Superintendent Harold B. Gores, Newton, Massachusetts, was appointed last year to serve out the unexpired term of the late Superintendent Harry J. Linton, Schenectady, New York. He now accepts a new five-year term. Superintendent L. H. Shepoiser, Mason City, Iowa, has accepted reappointment for a five-year term.

With regret we announce the completion of terms of service by Robert L. Hopper, Michigan State University; John E. Ivey, Jr., Southern Regional Education Board, and M. S. Kies, County Superintendent, Milwaukee, Wisconsin. Each has served with distinction. THE SCHOOL EXECUTIVE deeply appreciates their wise counsel and constructive assistance.

The Advisory Board of Editors contributes much to the magazine. Its members serve to represent our total body of readers. Their proposals, advice and other contributions help the editors provide a publication of the largest possible service to our many readers.

### In-service education for administrators

WHEN IS SOME pioneering institution going to break the lock step of academic grades, credits and semester-long courses for school executives who already have all the degrees they need and want?

Other professions have long since freed themselves. Lawyers and physicians, for example, can keep up-to-date by attending short, intensive courses of a few days to a few weeks in duration; by attending conventions during which the latest research findings and techniques are presented; and by attending seminars and clinics.

We suggest a two-point program to further the professionalization of school administration through improved in-service education:

1. A rich combination of short, carefully prepared, and skillfully given courses, no longer than one week in duration, on topics of current and critical interest to school administrators, should be offered by our best schools of education during any month of the year.

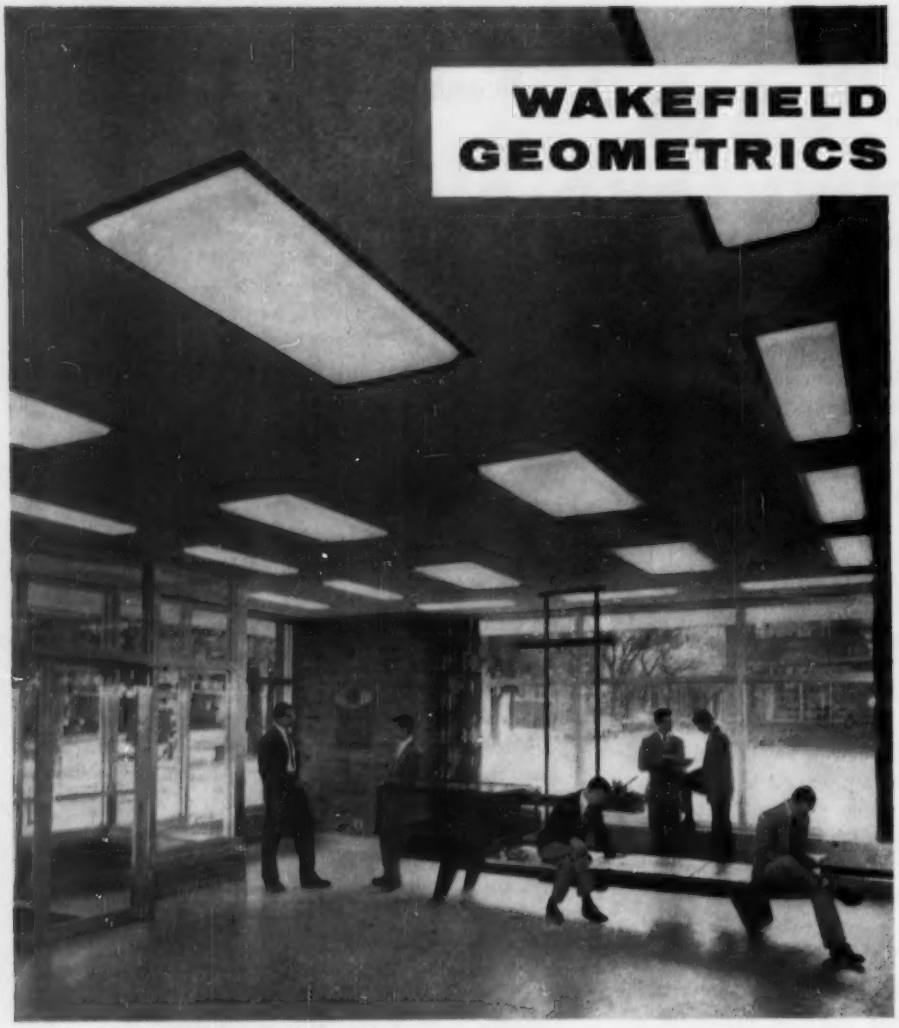
2. Local boards of education should become accustomed to releasing members of their administrative and supervisory staffs to attend such courses, with the board ordinarily paying part, if not all, of the expenses.

DANIEL R. DAVIES
*Professor of Education*
*Teachers College*
*Columbia University*

### Writing letters

THE SCHOOL ADMINISTRATOR writes a good many letters in the course of a day's work. Busy as one is with hundreds of other tasks, however, his letters should not be carelessly done. They should represent him at his best.

Letters are frequently the only contact between two persons, and therefore tone and spirit are as important as the subject matter. Each communication should reflect the real personality of the writer, for it is often the only basis the reader has for forming judgments. Time and care with correspondence, therefore, pays big dividends.



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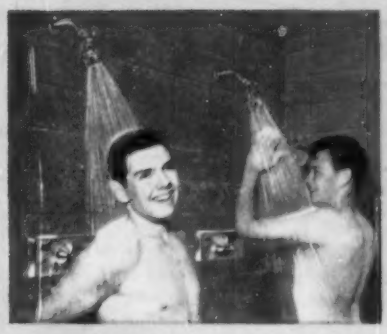
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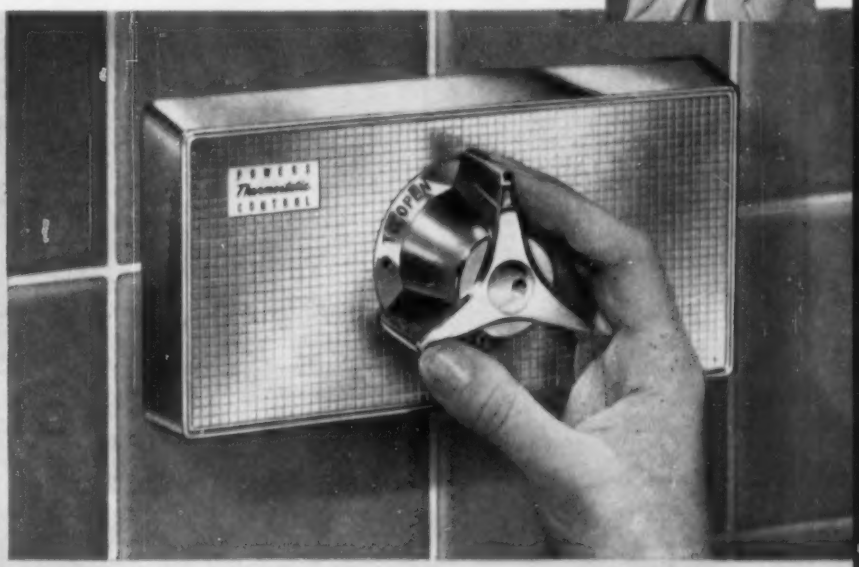
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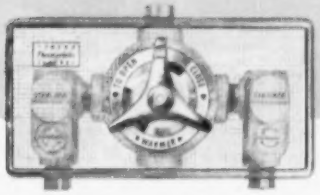


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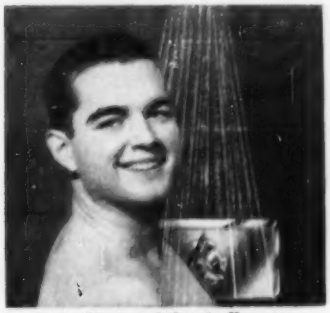
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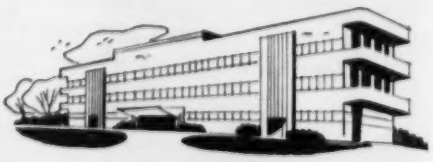
THE Johns-Manville Terraflex tile floor in this busy cafeteria offers daily proof of its ability to meet stringent requirements of heavy-traffic service with lowest possible maintenance cost. In spite of repeated scuffing . . . spilled liquids and foods . . . abusive treatment . . . Terraflex retains its sparkling, new appearance with a minimum of care.

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## Pamphlets of Interest

*Crucial Problems of Today's Schools*, is an analysis of contemporary society with implications for education by G. Bromley Oxnam, Hollis L. Caswell and V. T. Thayer. Price: $1.00. NEA.[1]

*Current Issues in Higher Education, 1955* outlines current issues and opinions in American higher education as reflected in the Tenth National Conference on Higher Education, through the addresses, analysts' statements, and recorders' reports. NEA. Price: $3.00.

*1955 Yearbook, Rural Education—a Forward Look*, includes conference address and bibliography listing more than 300 publications. NEA. Price: $3.50.

*The 1955 Student Council Yearbook*, is eleventh in a series which began in 1945. Contains complete summary of 1955 National Conference of Student Councils and a special article on the student council sponsor. NEA. Price: $1.50.

*The Student Council in the Secondary School*, standard and basic student council reference book, third revision of original book which appeared in 1940. It contains 16 chapters of entirely new material prepared by leaders in the field. NEA. Price: Paper, $1.50; Cloth, $2.00.

*Criticism of the Schools—What To Do About It*, is published by the National Commission for the Defense of Democracy Through Education. NEA.

*This Business About Johnny and His Reading*, is a portfolio of 8 timely reprints from national magazines and other sources on the current controversy over teaching of reading in schools. Authors include Reading Specialists Paul Witty and Nila Banton Smith; Educators Arthur F. Corey, James M. Spinning, and Bernice E. Leary; Education Editor Ruth Dunbar; and Writer John Hersey. NEA. Price: $1.00.

*List of Outstanding Curriculum Materials*, is a new listing of teaching and learning materials produced by local school systems throughout the United States, selected and evaluated by a committee of curriculum specialists under chairmanship of G. Wesley Sowards of Teachers College, Columbia University. NEA. Price: 75¢.

*High School Officers Kit* contains folders designed to help officers do their work more effectively by helping them organize work more efficiently. Each folder of materials is punched to fit a standard, three-ring notebook. NEA. Price: $2.50.

[1]Pamphlets published by *National Education Association* departments may be obtained by writing to 1201 Sixteenth St., N. W., Washington 6, D. C.


SE-310

**For 50 Seats or 8,000...SAFWAY Steel Bleachers Fill Every Need**



(Above) *At the Des Moines Veterans' Memorial Auditorium, SAFWAY tubular steel bleacher seats provide an excellent view for 8,000 spectators.*



(Left) *Skid-mounted 5-row section of "Budget Master" bleachers seats 50. 10-row sections also available.*

WHATEVER your seating problem, SAFWAY Steel Bleachers offer a safe, practical answer—outdoors or indoors, permanent or portable, large or small.

SAFWAY tubular steel bleachers (*left*) may be used for installations from a few rows to a complete stadium (*write for Bulletin 31*). The new angle iron "Budget Master" bleachers (*below, left*) come in skid-mounted sections of 5 or 10 rows high by six feet wide (*write for Bulletin 41*).

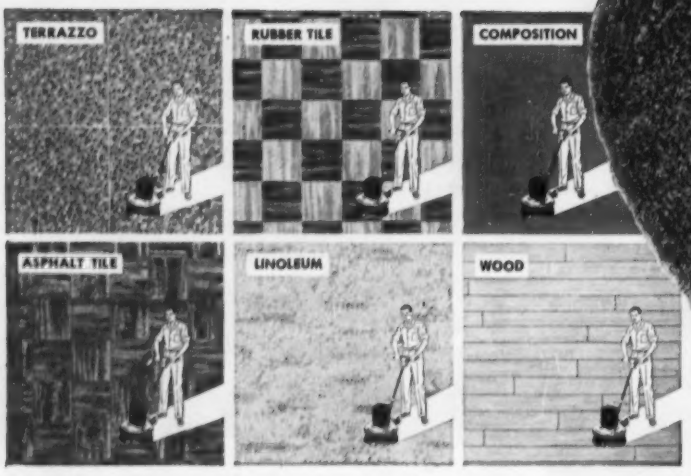
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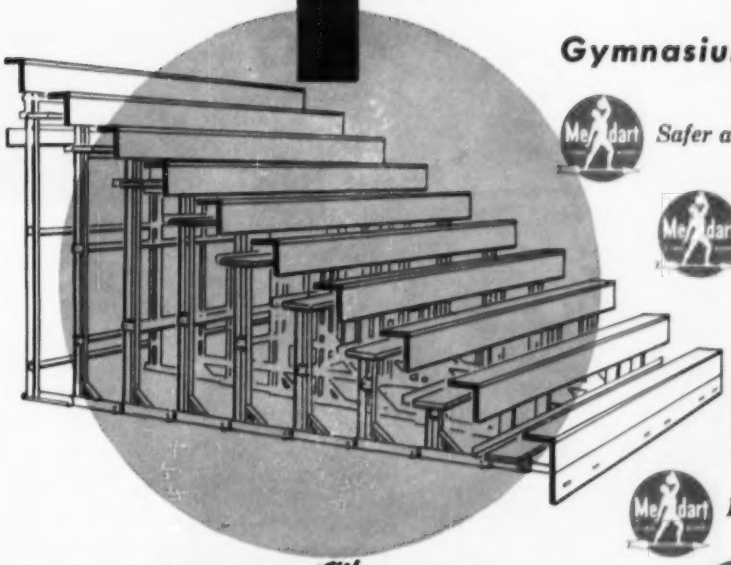
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SE-313

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*In their relations with the public, more schoolmen realize that facts do not speak for themselves, but to the "inner circle;" that the less schools say, the more do their critics; and that foes of education will never let sleeping dogs lie, but awaken them to barking.*

# New Patterns in Citizen-School Relations

The citizens and the school administrators in 1955 were busy working out new patterns of relationships.

The *old* relationships are not hard to describe. There was a time, not many years ago, when people were content to let the administrator run the school system as he saw fit. This suited some superintendents quite well. Even so, there was plenty of contact between the people—or at least some of them—and the school administration. Most superintendents issued an annual report, accepted invitations to address a Rotary or Kiwanis Club and, of course, let loose with a barrage of publicity and information when a bond issue was at stake.

The people, in their turn, found ways in which to express their pleasure or displeasure with the schools. Their will made itself felt sharply, unmistakably and sometimes irrevocably—and that was at the voting places when school levies were at issue.

Not all superintendents permitted such a relationship to exist; and not all those who permitted it were happy about it. But it was the pressure of events and irresistible developments which began to change the ways of a schoolman and his patrons.

As school costs began to rise—through a combination of higher price levels, more children and higher educational standards—citizens had to pay more than ever before. And as they did, they began to take a greater interest in their investment. The interest sometimes led them to see things in schools which puzzled, dissatisfied, or even angered them; or to find things which they liked and wanted more of. The net result was the greatest public discussion about education in our history—a discussion reaching its zenith in 1955 in the White House Conference on Education, just completed. This unprecedented public interest was on the whole healthy; though at times it also made possible, as one scholar wrote, the "promulgation of magnitudinous fabrications." Johnny can't read, some citizens were led to believe; Mary can't spell, Susan can't figure, still others were told—and all because the methods employed in teaching them seemed strange to the parent—and were certainly different.




*In 1955, the superintendent was using many more media to tell the story of the schools to the public*

Under the spur of such events, the school administrator had to search for new ways to take the public into partnership. Luckily, some of



By B. P. BRODINSKY, editor of educational publications for Vision, Inc. The author of books and articles on American government and education, he has worked with NEA, the Office of Education and as a consultant on motion picture development.

these ways had already been defined, tested and practiced in communities across the country. The year 1955 brought into sharp focus these new relationships between the school executive and the people:

1. *The superintendent was telling more of the public school's story to the people.* And he was telling the public about the significant aspects of education.

Two years ago, a study of Michigan newspapers pointed up the undesirable state of affairs which was being corrected. Analysis of space devoted to the schools of Michigan showed that 65 percent of all news about schools dealt with athletics and extra-curricular activities. By contrast, .1 percent dealt with teaching methods, and .7 percent dealt with the curriculum.

Many a school superintendent has learned the flaw of such a school news policy. The newspapers in 1955 printed countless lines and photographs



*More administrators worked cooperatively and continuously with lay committees to solve school problems and set new goals*

dealing with the teaching of reading, spelling and arithmetic; about new teachers beginning their service in the school system, teacher workshops and the selection of textbooks and other teaching materials.

2. Because he had more to tell, *the superintendent was using many more media.* The annual report still remained a staple. The newspaper, as we have noted, was probably second in importance as a medium of communication. But the superintendent was becoming skilled in the use of other tools. He learned to utilize radio and TV, regarding this, however, as no substitute for a steady and planned flow of information about the schools to the people by way of leaflets, letters to parents, speeches, exhibits and window displays.

Torrance, California, was one of many school systems using home-made film slides to tell what the schools were doing. The motion picture, though expensive, was not unknown in 1955 as a medium among school systems for telling the people how children were spending their days.

3. *The superintendent was working with a greater variety of groups.* Many an election return had indicated that the destiny of the public schools cannot be decided in the "silk stocking" district.

Slowly and somewhat painfully, the school administrator learned to establish contacts and harmony with labor groups, all religious constituencies, women's clubs and a growing number of retired without children in the schools. He strove toward a balanced school-community relationship which would not overlook the humblest of its citizens.

4. *In 1955, the school administrator relied more on policy and performance and less on publicity in his dealings with the public.* He still welcomed and strove for publicity, that is public notice of his school system's achievements. But he realized that if the good notices are to come, they must be based on performance, and that good performance in turn depends on good policy.

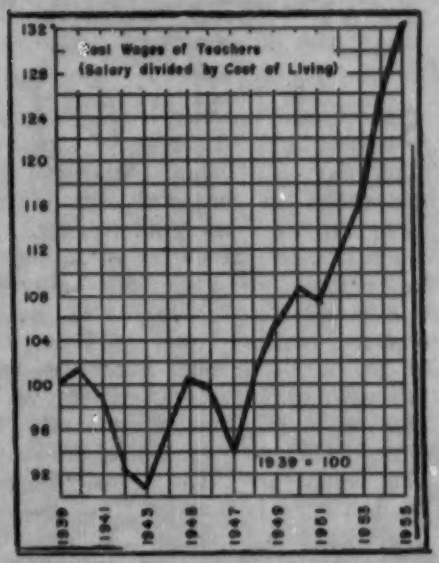
It is no coincidence that during 1955 school boards were putting their policies down on paper. Many of these were found to be sound. If so, they were retained, in more clear-cut statements, for all to see and know. Policies found to be overgrown with moss or left in disuse were lopped off.

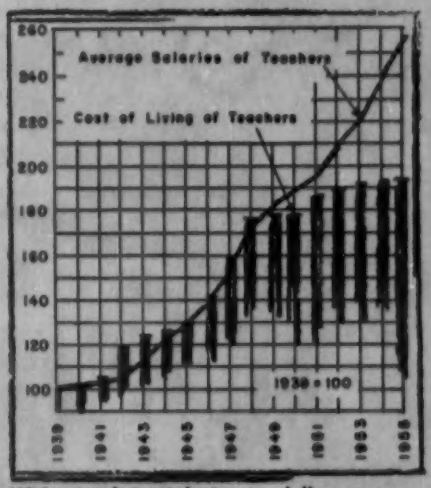
5. *The school executive was less inclined to wait for a crisis before developing his channels of communication to the people.* He was more inclined to work continuously for a climate in which crises would be prevented; or if they did arise, to have ready the confidence and support of the people for the resolution of any crisis. The school systems having the best public relations were those which carried on their contacts with the people as if every day preceded a bond election.

The sum and substance of the superintendent's changing relations with the people was best seen in that bright phenomenon, the citizens participation movement. The tremendous growth of citizen advisory committees in number, in the effectiveness of their work, in the results achieved—all reflected the new ways in which the professional educator has cooperated with the layman. For the citizens committee constitutes the first approach to that ideal of public relations—cooperative action for the solution of problems and of planning toward new goals.

In other words, the ethics of man-to-man relationships cannot be dispensed with even when the tools of modern communications and the techniques of public relations are called into play. Only as there is trust and mutual respect between citizens and their school officials can there be healthy relations between the two or any kind of effective communication. This was the "deeper lesson" schoolmen were learning as a result of their rubbing elbows with citizens committees and with the community.

# Salaries, Bonds and Building Costs




*With a substantial rise in dollar wages and only a small increase in the cost of living, the real wages of teachers showed a satisfactory rise in 1955. However, they still need substantial gains to bring them up to the level occupied in the national wage picture in 1939, in which they are now relatively three-quarters as high.*

The average salary of teachers showed a substantial rise during 1955. It began at 253 (1939=100), and by the end of the year the salary index stood at about 270.

The cost of living of teachers showed a modest rise during 1955. The index for this was approximately 193 at the beginning of the year and 195 at the end.

With a substantial rise in dollar wages and only a small increase in the cost of living, then, teachers' real wages showed a satisfactory rise throughout the year. Real wages (salary divided by cost of living) began 1955 at 131 (1939=100), and ended at about 140. This represents one of the largest increases during the past seventeen years.

In fact, from 1939 to 1948 there was a drop in the real wages of teachers. Since 1948 there has been an average rise of about six points a year. This is a relatively satisfactory situation. The major trouble arises out of the fact that from 1939 through 1948 teachers' salaries fell drastically below many other wages.

Since 1948, teachers' earnings have little more than held their own. Some years they actually fell farther behind. The net result is that teachers' relative wages are far below what they were in 1939. Relative wages grew worse for the next ten years and have barely held their own since then. Now teachers earn about three-fourths of the salaries they used to, compared to the wages of other groups. From the standpoint of obtaining enough teachers, this constitutes a major economic problem. Some device must be found to bring teachers back at least to the relative position they occupied in 1939.

Looking at the matter from all sides, the past year was a highly favorable one for the school systems of the nation. Enrollment increased enormously, school building stayed in a boom situation, and teachers' salaries moved upward moderately. Because of the great growth of population and the rise of income in general, little relative gain was made; but, the absolute improvement both in building and teachers' salaries was quite substantial.

The year 1955 broke records in the field of school building. The volume of school building was by far the largest on record. Well over

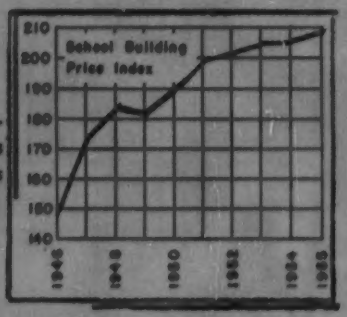


By HAROLD F. CLARK, professor of education, Teachers College, Columbia University. Regarded as an authority on education and economics for his work in this country and abroad, Dr. Clark has written this monthly feature of *The School Executive* for many years now.

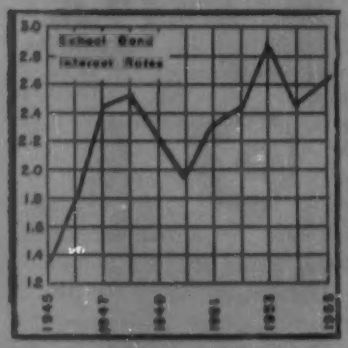
$3.0 billion was spent on school construction. Prices were at a new all-time high.

Hundreds of attractive school buildings were built. Some of the buildings showed advances here and there. Most architects, however, were far too busy in trying to keep up with their work to put forth any great effort to make important improvements in design and construction.

One of the great problems of school construction is that during a boom period architects are too busy to work on improvements, and during a slack period they are afraid to risk the necessary effort and money. Although the best of the school buildings constructed during the year are attractive and useful, they still cost far more than they should.




*School construction and building costs reached all-time highs in 1955.*




*While school bond rates rose sharply, they remained relatively low when compared to other rates during the past 50 years.*

Building labor cost rose steadily through the entire year. Almost every month saw an increase as compared to the month before. This rise has been going on with minor interruptions for seventeen years with the rise in building.

Building material prices have shown a tendency to advance throughout the year also. However, there has been much variation in individual items. The cost of some goods dropped for a while and then rose later, others remained steady, and a few showed declines.

Again, however, it would look as though the general trend of building material prices is still upward at a slow and somewhat fluctuating rate. The enormous volume of total construction is a most important factor in the picture. The index of school prices started the year at 207 (1939=100) and ended the year at 214. This is the largest rise in a single year since 1950.

School bond interest rates showed a strong, advancing trend through the year as a whole. They started in January at around 2.40 percent and ended the year well over 3 percent. This is by far the most rapid increase in any year since 1951. In fact, 1951 is the only year since long before the war with such an increase.

A recent headline in one of the New York financial papers shows clearly what happened in 1955: "Commercial Paper Dealers Increase Interest Rate for Tenth Time in '55." The article goes on to say that interest rates have more than doubled since the first of the year for prime commercial paper. This is short-time borrowing for the very highest grade of borrowers. The interest rate has risen to 2¾ percent.

The year 1955 was clearly one in which interest rates were under complete control of the federal financial authorities. On several occasions during the year the Federal Reserve Board took steps to raise interest rates in an effort to reduce the amount of money going into speculative activities. Definite effort was made throughout much of the year to slow down the business boom so it would not lead to a collapse. The inevitable result of this has been a sharp rise in school bond interest rates.

It is impossible for anyone to say for sure what the future holds in regard to interest rates. It would seem a reasonable assumption, however, that school bond rates will not drop appreciably until the federal authorities relax their pressure. Presumably, this will not be until there are signs that the business boom will not hit unreasonable levels.

School bond interest rates look very high as compared to the last few years. However, if a long-term view is taken, the situation changes.

As compared to the average interest rate over the past half century, school bonds are still selling at very modest rates. As an illustration, in the year 1927 the average interest rate on all school bonds sold was 4.48 percent. The average interest rate in 1955 was well under 3 percent.

Next Month: Contributions Schools Are Making—G. Robert Koopman

*No. 135. Reprints in quantities of ten or more may be purchased from The School Executive, 470 Fourth Avenue, New York 16, New York. 10 copies for 1 month: $1.00, for 12 months: $10.00; 25 copies for 1 month: $2.00, for 12 months: $20.00; 50 copies for 1 month: $3.00, for 12 months: $30.00; 100 copies for 1 month: $5.00, for 12 months: $50.00.*

SE-315

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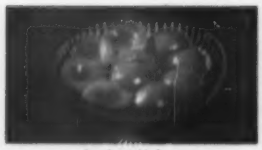
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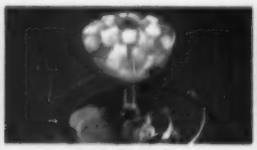
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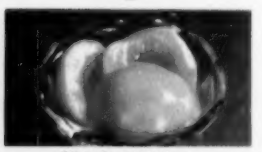

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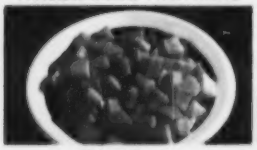

Freestone Elberta Peach Halves


Freestone Elberta Peach Slices


Fancy Hawaiian Pineapple Tidbits


Fancy Hawaiian Sliced Pineapple


Sliced Carrots


Diced Carrots


Whole Kernel Corn


Cream Style Corn

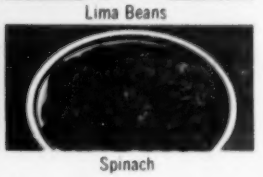

Lima Beans


Sweet Peas


Whole Beets

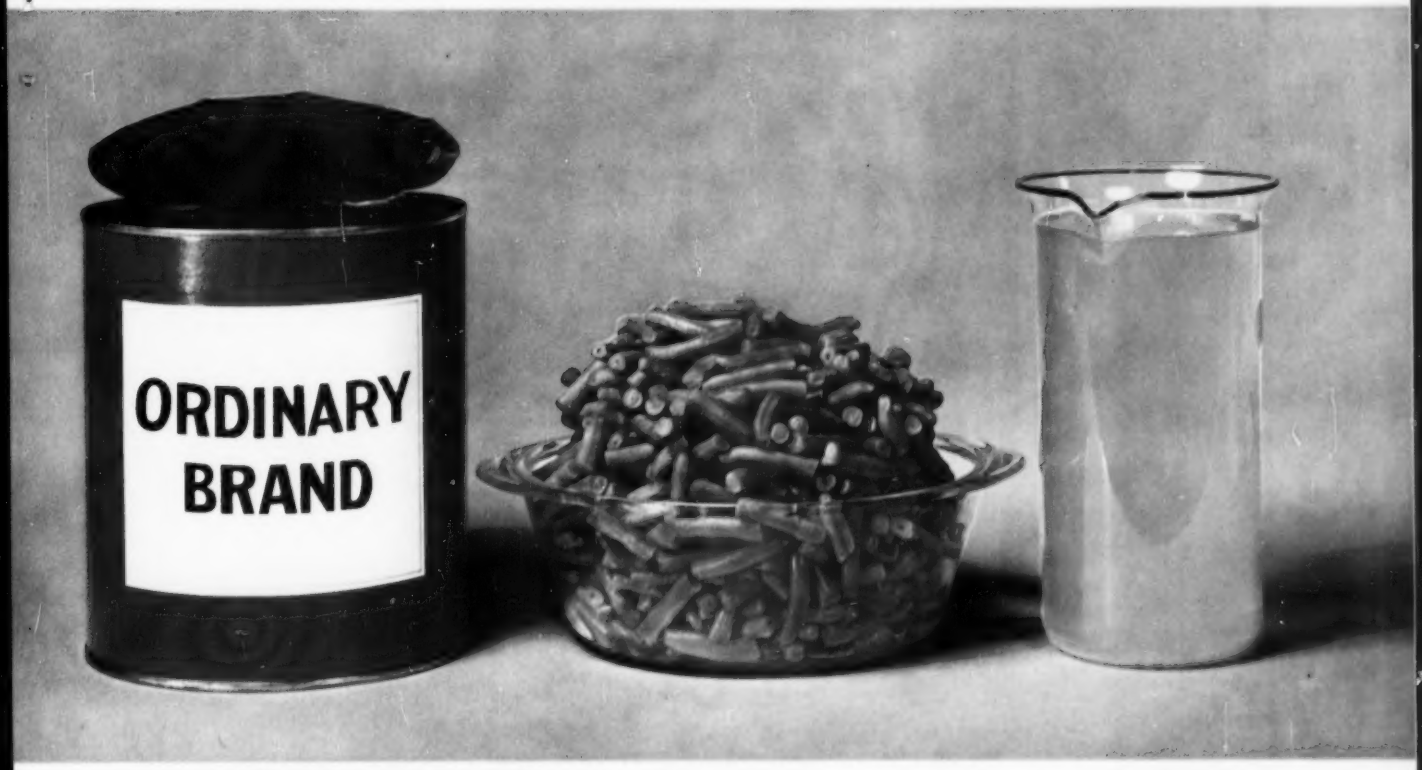

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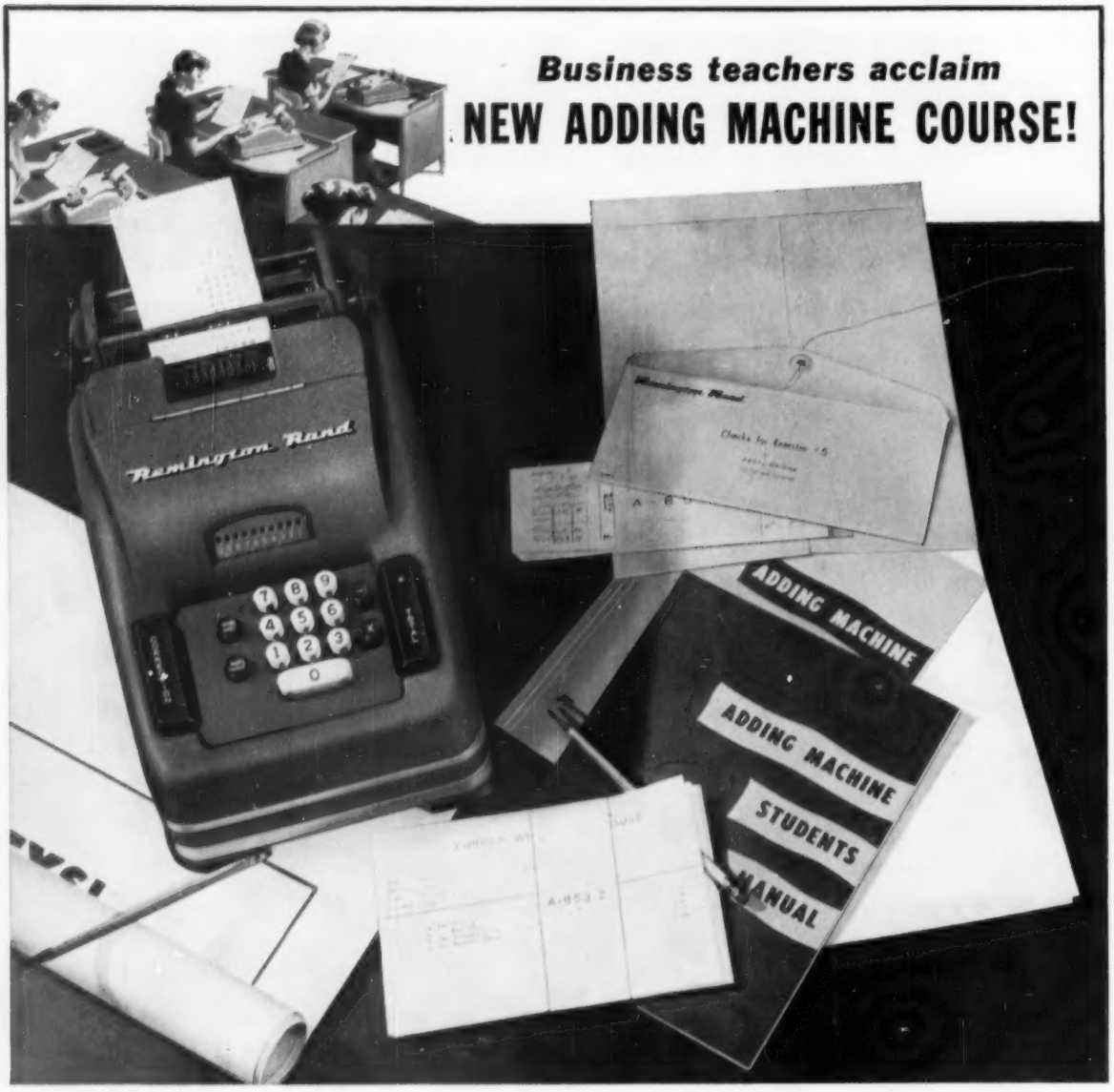
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Recently Remington Rand introduced a *new, complete, ten-lesson course* in touch operation of 10-key figuring machines. The response of Business Teachers from all over the country to this offer has far exceeded our most generous estimates.

This overwhelming acceptance clearly testifies to a growing preference for adding and calculating machines offering the simplicity and accuracy of 10-key keyboards. It also points up the need for school training on these machines to meet the growing need for operators.

This complete, new course is available to you now. It contains *all* the necessary materials including instructor's guide, exercise sets, students' handbooks, wall charts, certificates of proficiency, etc. And . . . Remington Rand will be glad to assist by counsel in helping you set up your 10-key instruction program.

**Remington Rand**
DIVISION OF SPERRY RAND CORPORATION



***SEND FOR THIS DESCRIPTIVE FOLDER***

We have prepared an illustrated folder about this course. It describes in detail the materials offered. Write to Remington Rand, Room 1152, 315 Fourth Ave., New York 10. Ask for your free copy of A857.

# of course.. it's FIBERESIN!

## THE FIRST AND ORIGINAL SOLID PLASTIC TOP



### SANITARY EDGES

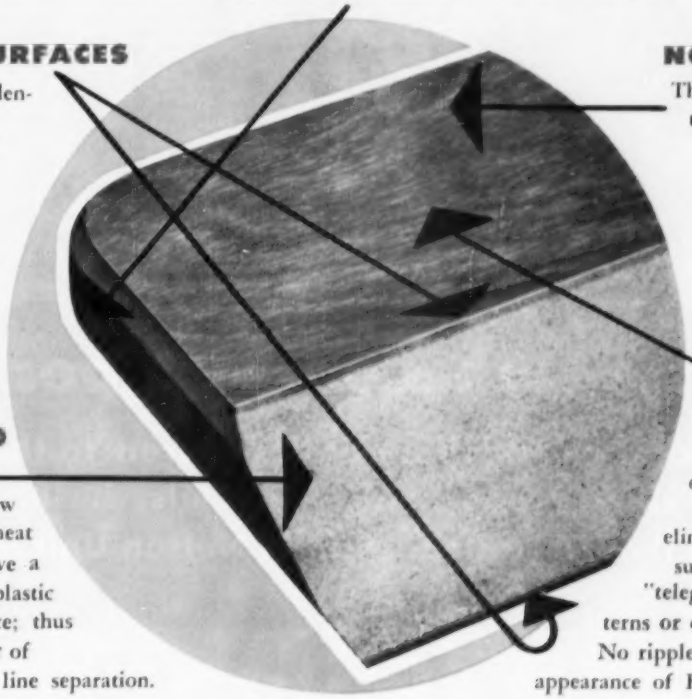
The edges of FIBERESIN board may be treated by any method acceptable to end grain hardwood. They may be sawed, shaped, grooved, routed, sanded, stained, lacquered, painted or varnished. Because of the hard dense core material used, they will withstand severe impact shocks, and when accidentally damaged by conditions of extreme abuse may be refinished on the desk. It is not necessary to remove a unit from service and return it to the manufacturer. Elimination of edge concealment by banding also eliminates a sanitary hazard, in that there is no crevice to trap and hold food, milk, dirt, germs or other sources of contamination. Public Health authorities are becoming more insistent upon seamless construction and FIBERESIN offers the answer with better appearance and sanitary construction at lower cost.

### IDENTICAL SURFACES

The use of physically identical top and bottom surfaces insures a virtually warp-free board and forms an impenetrable barrier against moisture absorption.

### NO HIGH SPOTS

There is no possibility for the introduction of glue line irregularities leading to the creation of rapidly wearing "high-spots" in the board.



### "ONE PIECE" FROM FACE TO FACE

Because of the interflow of resins under great heat and pressure, we achieve a one piece top with a plastic bond from face to face; thus eliminating the danger of delamination or glue line separation.

### A PERFECT SURFACE

Using a grain free core material and highly finished press plates we eliminate the possibility of surface irregularities, the "telegraphing" of grain patterns or other core irregularities. No ripples or shadows mar the appearance of FIBERESIN board stock.

**FIBERESIN** . . . the tough plastic surface is virtually indestructible. Staining, chipping, cracking, and scratching are practically impossible. No warping, no veneer layers, no metal or wood edges.

**FIBERESIN** . . . the surface scored A+ in reflectance tests conducted by the University of Wisconsin showing ideal reflectance value of 40-50%.

**FIBERESIN** . . . its maintenance is no problem. Marks and stains are readily removed by wiping with a damp cloth. A FIBERESIN plastic top *never* needs refinishing.

**FIBERESIN** is a laminated board having a melamine resin plastic surface on an extremely dense core of wood fiber and phenolic resin. This combination of materials is welded together in hydraulic hot plate presses. The decorative wood grain patterns and colors are an integral part of the surface.

**DEVELOPED AND PIONEERED BY**

FIBERESIN®
PLASTICS COMPANY
OCONOMOWOC • WISCONSIN




h School, Paxton, Illinois
Evansville, Indiana
Wrenshall, Minnesota
Hamilton, Ohio
nt Washington, Wisconsin
Yankton, South Dakota
Wooster, Ohio
Fairmont, Illinois
Billian, Wisconsin
ool Carrollton, Michigan
Fairfield, Iowa
Tiskilwa, Illinois
Alsace, Pa.
Quincy, Washington
Grayling, Michigan
Elmhurst, Illinois
Waterford, Wisconsin
Nashua, New Hampshire
Cuyahoga Falls, Ohio
School, Redford, Michigan
Ogden, Utah
Clinton, Wisconsin
Silver Lake, Ohio
Mt. Pleasant, Michigan
Billerica, Massachusetts
Granite City, Illinois
Milton,
Fennimore, Wisconsin
Grondville, Michigan
Schereville, Indiana
Gardena, California
ool Bellwood, Illinois
Quincy, Massachusetts
ol Fairview Park, Ohio
Milton, P
hool Oshkosh, Wisconsin
Clinton, Illinois
Willow Run, Michigan
l Fairview Place, Ohio
Clinton, Illinois
Dryden, New York
Evansville, Indiana
Moscow, Idaho
Huntington, Pa.
Juneau, Wisconsin
Wooster, Ohio
Burlington, Illinois
l Jeffersonville, Indiana
Oxford Junction, Iowa
Sacramento, California
Aurora, Missouri
Lock Haven, Pa.
ol Belleville, Ohio
hool, Mauston, Wisconsin
hool Saginaw, Michigan
Burlington, Illinois
East Gary, Indiana
Butte, Montana
ol Mendon, Michigan
Spokane, Washington
Land O Lakes, Wisconsin
Sullivan, Illinois
ol Newark, Delaware
Orleans, Massachusetts
North Riverside, Illinois
l Amvet Village, Ohio
Blackfoot, Idaho

Budd Avenue Elementary School Ashland, Ohio
Homecraft Elementary School St. Paul, Minnesota
Junior High School Hughesville, Pa.
Jolley Elementary School Vermillion, South Dakota
Public School Mora, Minnesota
Garfield School Moline, Illinois
Orangevale School Orangevale, California
Highland Park High School Topeka, Kansas
Basic Elementary School Unit No. 2 Reno, Nevada
Slinger Commercial School Slinger, Wisconsin
Longfellow School Addition Minot, North Dakota
New Junior High School Lincoln, Rhode Island
School No. 37 Indianapolis, Indiana
Coitsville Sch ungstown, Ohio
Slinger C Wisconsin
North chigan
Mo Pa.
Ha n
East sconsin
Trilby do, Ohio
St. Clair El ittsburgh, Pa.
Suring High School Suring, Wisconsin
Venice School Addition Venice, Illinois
Draper School Schenectady, New York
Taylor School Ogden, Utah
Lee Eaton High School Northfield, Ohio
Schoolcraft High School Schoolcraft, Michigan
North Grade School Mt. Carmel, Illinois
East Richmond School Richmond Heights, Missouri
St. Lawrence School Indianapolis, Indiana
Addition to Public School Cyrus, Minnesota
High School Gettysburg, Pa.
Suring High School Suring, Wisconsin
Westview Elementary School Spokane, Washington
Jackson Memorial High School Massillon, Ohio
Redford Union Elementary School, Redford, Michigan
Gibson City High School Gibson City, Illinois
Fullerton School Fullerton, Pa.
Hoogland School Fort Wayne, Indiana
Brimley School Brimley, Michigan
Bay Village High School Addition Bay Village, Ohio
Brookfield Elementary School, Brookfield, Wisconsin

Howe Elementary School, Wisconsin Rapid, Wisconsin
Emerson School Elmhurst, Illinois
Howe Elementary School, Wisconsin Rapid, Wisconsin
Hamilton Township School Franklin, Pa.
Homes School Spokane, Washington
Hastings School Framingham, Massachusetts
Holmes School Rochester, Minnesota
Senior High School Geneseo, Ohio
Diamond Lake Public School Mundelein, Illinois
Elementary School Aisace, Pa.
Lincoln School Sheybogan, Wisconsin
Addition to School Building Brewster, Minnesota
Mason Local School Addition Mason, Ohio
Vogal School Addition Evansville, Indiana
Taft Heights Elementary School Taft, California
West Elementary School Whitewater, Wisconsin
New High School Old Archar, Maine
Rockdale Primary School Cincinnati, Ohio
New Elementary School Lock Haven, Pa.
Cherry School Cherry, Minnesota
Coldwater High School Coldwater, Michigan
Pine Lake Grade School Rheinlander, Wisconsin
Colerian Township School Cincinnati, Ohio
Highland Park School Saginaw, Michigan
arkman School Chicago, Illinois
w Market Elementary School New Market, Pa.
ringmeyer School Cincinnati, Ohio
ainville High School Plainville, Connecticut
en Street School Somerville, Massachusetts
rcy Grade School Marcy, Wisconsin
mpfield High School Landsville, Pa.
ckmann Elementary School Salt Lake City, Utah
s Corners Grade School Tess Corners, Wisconsin
dford Avenue School Middletown, New York
Bastrop High School Bastrop, Louisiana
ongstreet School Saginaw, Michigan
Lowell School Addition Duluth, Minnesota
Hillcrest Grade School Brookins, South Dakota
Nobel Prentiss School Kansas City, Missouri
Franklin School Kent, Ohio
Garfield School Spokane, Washington
South West School Harvey, Illinois
Monroe Washington School Pierston, Indiana
Cambrian School No. 2 Gompbell, California
Thurmont Elementary School Thurmont, Maryland
Elementary School Kenyon, Minnesota
Canyon Rim School No. 2 Salt Lake City, Utah
Colerian Township School Cincinnati, Ohio
Grade School Mineralpt, Wisconsin
Junior-Senior High School Hughesville, Pa.
Grade School Mineralpt, Wisconsin
Springfield Senior High School Akron, Ohio
Harbrock High School Harristown, Pa.
Ogden Grade School Ogden, Illinois
Purdy School Pennfield, Michigan
Power Elementary School Amherst, Ohio
Kewaunee Grade School Kewaunee, Wisconsin
Galena Township School La Porte, Indiana
Grade & High School Randolph, Minnesota
Burnside School East Hartford, Connecticut
New Junior High School Davenport, Iowa
Linwood Elementary School Linwood, New Jersey
Wheelersburg School Wheelersburg, Ohio
Vocational School Green Bay, Wisconsin
New Elementary School Huntington, Pa.
Hines School Addition Peoria, Illinois
Pomeroy Grade School Pomeroy, Washington

Cherry School Cherry, Minnesota
Community High School Mount Morris, Illinois
Preble School Preble, Wisconsin
Hoover Elementary School Tulsa, Oklahoma
Pioneer School Bismarck, North Dakota
Wellington School Roseville, Michigan
Lowell School Addition Duluth, Minnesota
Lockport High School Lockport, Illinois
Grade School Waterford, Wisconsin
Park Eementary School Cambridge, Ohio
Hamilton Township School Franklin, Pa.
Curtis Elementary School Salt Lake City, Utah
St. Francis Xavier School Petoskey, Michigan
New Junior High School Davenport, Iowa
Fairview School Fairview, Montana
Picadome School Lexington, Kentucky
Kewanee High School Kewanee, Illinois
Garfield School Spokane, Washington
Marcy Grade School Marcy, Wisconsin
Ensign School Salt Lake City, Utah
Sumner Elementary School Syracuse, New York
Pleasant Grove School Lansing, Michigan
Junior High School Rock Falls, Illinois
Brandywine School Niles, Michigan
Franklin School Kent, Ohio
Evergreen School Ross Township, Pa.
Pius XI High School Milwaukee, Wisconsin
New South High School Valley Stream, New York
Bedford Junior High School Bedford, Massachusetts
Gymnasium & Class Room Cando, North Dakota
Gibson City High School Gibson City, Illinois
Public School Addition Adrian, Minnesota
High School Addition Billian, Wisconsin
C. A. Arthur School Oklahoma City, Oklahoma
Maywood Elementary School Perryville, Maryland
Penn Bernville School Bernville, Pa.
Grade & High School Juneau, Wisconsin
Senior High School Hopkin, Minnesota
Haulicek School Berwyn, Illinois
Edgewood School Rock Hill, South Carolina
Altamont Elementary School Altamont, Utah
West Elementary School Whitewater, Wisconsin
Public School Garretson, South Dakota
Clay Local High School Portsmouth, Ohio
Ida Rural Agricultural School Ida, Michigan
Franklin Junior High School Brainerd, Minnesota
St. Francis Xavier School LaGrange, Illinois
Bristol School Webster Grove, Missouri
High School Albion, Indiana
Station Avenue School Ashtabula, Ohio
St. Ursula Elementary School Allison, Pa.
High School Addition Billian, Wisconsin
Lincoln School Savanna, Illinois
Senior High School Geneseo, Ohio
Livonia Elementary School Livonia, Michigan
Linn Grove School Linn Grove, Iowa
High School Henderson, Kentucky
Jolley Elementary School Vermillion, South Dakota
Jackson Memorial High School Massillon, Ohio
Nantucket High School Nantucket, Massachusetts
Wyoming Park High School Wyoming Park, Michigan
Verona Grade School Verona, Illinois
Grade School Arlington, Wisconsin
Grade & Junior High School Fairfield, Iowa
Elementary School Building Gettysburg, Pa.
Old Fort School Old Fort, Ohio
Forest Heights School Forest Heights, Maryland

# More Classroom Comfort per Dollar

**Here are schools that got it, tailored to their exact climate and structural needs, during 1955 . . . when they installed Herman Nelson Unit Ventilators.**

Flint, Michigan
Tiskilwa, Illinois
Michigan City, Indiana
Holland, New York
Kansas City, Kansas
Montivideo, Minnesota
Fon du Lac, Wisconsin
Fairmont, Illinois
Pittsburgh, Pa.
Lincoln, Rhode Island
Marysville, Washington
ool Brook Park, Ohio
Richfield, Minnesota
Fort Knox, Kentucky
Walled Lake, Michigan
Morgantown, Pa.
ion Syracuse, New York
Oberlin, Ohio
Dwight, Illinois
Fowlerville, Michigan
Miller, South Dakota
el Edina, Minnesota
chool Seven Hills, Ohio
Urbana, Illinois
Centerville, Utah
Wautoma, Wisconsin
ool Quantico, Maryland
Garden City, Michigan
Milwaukee, Wisconsin
Toledo, Ohio
Clinton, Illinois
Colfax, California
Indianapolis, Indiana
Dartmouth, Massachusetts
Hanover, New Hampshire
Edgewood, Pa.
Dutton, Montana
Delafield, Wisconsin
Akron, Ohio
Bay City, Michigan
hool Mundelein, Illinois
Madison County, Indiana
Clara City, Minnesota
Tulsa, Oklahoma
Troy, Pa.
Grand Island, Nebraska
Westchester, Illinois

Barrington High School Barrington, Illinois
Junior High School Washington, D. C.
Junior High School No. 167 New York, New York
Thirty-third Street School Ogden, Utah
Pius XI High School Milwaukee, Wisconsin
East Junior High School Warren, Ohio
Willow Run High School Willow Run, Michigan
Mountain Iron School Mountain Iron, Minnesota
Brookfield Elementary School, Brookfield, Wisconsin
Montgomery Elementary School Ashland, Ohio
Public School Addition Wasena, Minnesota
Wood Township School Borden, Indiana
New School Addition Mt. Carroll, Illinois
Ardmore Site Elementary School St. Clair, Michigan
Lightner Elementary School York County, Pa.
Tess Corners Grade School Tess Corners, Wisconsin
Valley Junior High School Grand Fork, North Dakota
Bay Village High School Addition Bay Village, Ohio
West Biddie Street School West Chester, Pa.
Warren Elementary School Warren Twp, Michigan
Gifford School Gifford, Illinois
Livingston High School Livingston, New Jersey
Tess Corners Grade School Tess Corners, Wisconsin
North Site School Howell, Michigan
Springmeyer School Cincinnati, Ohio
New Albany Junior High School New Albany, Indiana
Thomson Grade School Thomson, Illinois
29 Palms Elementary School 29 Palms, California
Affton High School Affton, Missouri
Haverford School Haverford, Pa.
McLean High School Arlington, Virginia
Milltown High School Milltown, Indiana
Budd Avenue Elementary School Ashland, Ohio
Elementary School Belgium, Wisconsin
Field Grade School North Olmstead, Ohio
Maxfield Elementary School St. Paul, Minnesota
Keokuk Senior High School Keokuk, Iowa
Community Grade School York County, Pa.
Venice School Addition Venice, Illinois
Vienna White Elementary School Vienna, Virginia
Crivitz High School Crivitz, Wisconsin
Holy Name Parrish School Minneapolis, Minnesota
S. E. Harvey School Harvey, Illinois
Dartmouth High School Dartmouth, Massachusetts
Public School Mandan, North Dakota
Target Range School Missoula, Montana
Bristol School Webster Grove, Missouri

New Elementary School Huntington, Pa.
Jones School Cicero, Illinois
Oak Street School Flint, Michigan
New Elementary School Bay Village, Ohio
Howard Township School Duck Creek, Wisconsin
Valley High School Orderville, Utah
Boyd Elementary School Ohora Township, Pa.
Highcrest School Silmette, Illinois
Minneapolis Elementary School, Excelsior, Minnesota
Griffith High School Griffith, Indiana
New Senior High School Kellogg, Idaho
Frontier Central School Hamburg, New York
North West School Harvey, Illinois
High School Addition Bilitan, Wisconsin
Cherman School Wyandotte, Michigan
Elementary School Edgewood, Pa.
Garnett Elementary School Fairview Place, Ohio
Lakeview High School St. Clair, Michigan
South Grade School Mt. Carmel, Illinois
Deanza School El Sabrant, California
Meacham Street School Somerville, Massachusetts
Scott Township School Evansville, Indiana
Draper School Schenectady, New York
Elementary School Alsace, Pa.
High School Coleman, Wisconsin
Greenhills Elementary School Greenhill, Ohio
Johnson School Benton Harbor, Michigan
Dundee High School Carpenters, Illinois
West Liberty School West Liberty, Iowa
Horton Watkins School Ladue, Missouri
Magna Elementary School Magna, Utah
Richland Township School Richland, Pa.
Pomeroy Grade School Pomeroy, Washington
Mimisila Elementary School Manchester, Ohio
Komarck School Riverside, Illinois
Elementary School Ward No. 4 Big Rapids, Michigan
Addition Elementary School Rushmore, Minnesota
Bear River High School Box Elder, Utah
Norview School Norview, Virginia
Steel Lake Elementary School Redona, Washington
Affton High School Affton, Missouri
Windsor Grade School Windsor, Wisconsin
High School Gettysburg, Pa.
Verona Grade School Verona, Illinois
Maryville Elementary School Rockville, Maryland
High School Addition New Holstein, Wisconsin
Ethel Boston School St. Louis Park, Minnesota

Layton Elemantary School Layton, Utah
Fontana State Graded School Fontana, Wisconsin
Forestview School Bay Village, Ohio
Remus Elementary School Remus, Michigan
Garfield School Moline, Illinois
Scott Township School Evansville, Indiana
New Valley School Maplewood, Missouri
Maxwell School Maxwell, Iowa
James Lansey School Fall River, Massachusetts
La Malle School La Malle, Illinois
Blanche Stoddard School Iowa Falls, Iowa
Wheatland Center School New Munster, Wisconsin
West Deer Township High School Cheswick, Pa.
Metamora School Addition Metamora, Ohio
East Hill Elementary School Kent, Washington
Glenridge Junior High School Landover, Maryland
Mount Carmel High School Auburn, New York
Orem Senior High School Orem, Utah
Community Grade School Wheeling, Illinois
Nahant Elementary School Nahant, Massachusetts
New Classen High School Oklahoma City, Oklahoma
West Deer Township High School Cheswick, Pa.
Green Meadow School Rensselaer, New York
High School Addition New Harmony, Indiana
Steel Lake Elementary School Redona, Washington
Grade School Waterford, Wisconsin
Elementary School Oakmont, Pa.
Frohardt School Granite City, Illinois
Forrest Avenue School Ypsilanti, Michigan
Mimisila Elementary School Manchester, Ohio
Fir Grove School Beaverton, Oregon
Kratz Elementary School St. Louis, Missouri
Altamont Elementary School Altamont, Utah
Lincoln School Elmhurst, Illinois
Holy Name Parish School Minneapolis, Minnesota
East Elementary School Whitewater, Wisconsin
Elementary School Building Gettysburg, Pa.
High School Marblehead, Massachusetts
West Elementary School Grondville, Michigan
Smith Township School Chevubusco, Indiana
Shorland School Addition Toledo, Ohio
Aynor High School Aynor, South Carolina
Kratz Elementary School St. Louis, Missouri
Edison School Eugene, Oregon
Hawthorne Elementary School Tulsa, Oklahoma
Basic Elementary School Unit No. 1 Reno, Nevada
McLean Elementary School Wichita, Kansas

| | |
|---|---|
| Community High School | Mt. Morris, Illinois |
| Ohio Street School | La Porte, Indiana |
| Highland Park High School | Topeka, Kansas |
| Junior High School | Howard County, Maryland |
| Standard Unit School | Cambridge, Massachusetts |
| Parrwood School | Sidney, Ohio |
| Pullen School | Mount Pleasant, Michigan |
| Holland Central School | Holland, New York |
| Alberton School | Alberton, Montana |
| School Addition | Dodge Center, Minnesota |
| Riverdale School | Riverdale, New Jersey |
| Haverford School | Haverford, Pa. |
| Hawthorne Elementary School | Tulsa, Oklahoma |
| Austin School | Vermillion, South Dakota |
| Anson Jones Elementary School | Dallas, Texas |
| John Campbell Elementary School | Selah, Washington |
| Libbie Edward School Addition | Salt Lake City, Utah |
| Elementary School | Rochester, Wisconsin |
| Brandywine School | Niles, Michigan |
| Curtis Elementary School | Salt Lake City, Utah |
| Simmons Elementary School | Aberdeen, South Dakota |
| Shaker Heights High School | Shaker Heights, Ohio |
| Craton Montgomery School | Syracuse, New York |
| Centerville High School | Centerville, Michigan |
| Hagaman School Addition | Salina, Kansas |
| Bentley School | Boston, Massachusetts |
| Hamilton Senior High School | Hamilton, Illinois |
| Fletcher Drive School | Los Angeles, California |
| New Elementary School | Waynedale, Indiana |
| Elementary School | Oakmont, Pa. |
| High School Addition | Port Washington, Wisconsin |
| West Bountiful Elementary School | Bountiful, Utah |
| Anson Jones Elementary School | Dallas, Texas |
| Overdale Elementary School | Tallmadge, Ohio |
| Frankeniust Township School | Frankeniust, Michigan |
| Elmhurst Junior High School | Elmhurst, Illinois |
| La Sierra High School | Sacramento, California |
| Maxwell School | Maxwell, Iowa |
| Elementary School Building | Elimly, Minnesota |
| Hempfield High School | Landisville, Pa. |
| Grade School | Arlington, Wisconsin |
| West Site Elementary School | Howell, Michigan |
| Douglas School | Clinton, Illinois |
| Granger Junior High School | Chula Vista, California |
| New Albany High School | New Albany, Indiana |
| Addition Berkeley School | Berkeley, Michigan |
| Fern Place School | Plainview, New York |
| Frontier Central School | Hamburg, New York |
| Mount Zion Elementary School | York County, Pa. |
| Nantucket High School | Nantucket, Massachusetts |
| Andulusia School Addition | Andulusia, Illinois |
| John Campbell Elementary School | Selah, Washington |
| Felicity High School | Felicity, Ohio |
| Edgewood School | Clarenceville, Michigan |
| Southern Junior High School | Downey, California |
| Rockingham Roosevelt School | Davenport, Iowa |
| Grade School | Kingman, Kansas |
| Samuel Woodfill School | Fort Thomas, Kentucky |
| Westchester High School | Los Angeles, California |
| Longfellow School | Wheaton, Illinois |
| Bridgeport Elementary School | Bridgeport, Michigan |
| Public School | Adams, North Dakota |
| Frontier Central School | Hamburg, New York |
| Verona School Addition | Verona, Ohio |
| Gill Hall Elementary School | Jefferson, Pa. |
| Elementary School | Rochester, Wisconsin |
| Beadle School | Yankton, South Dakota |
| New Elementary School | Lock Haven, Pa. |
| High School Addition | Port Washington, Wisconsin |
| Maple Heights High School | Maple Heights, Ohio |
| Arlee School | Arlee, Montana |
| Jefferson School | Elmhurst, Illinois |
| Hopewell School | Toledo, Ohio |
| Coon Rapids Elementary School | Anoka, Minnesota |
| Orem Senior High School | Orem, Utah |
| Haverford School | Haverford, Pa. |
| Jerome School | Maplewood, Illinois |
| St. Cloud School | St. Cloud, Wisconsin |
| Elementary School | Gilboa, New York |
| Maple Road School | Walled Lake, Michigan |
| Polk Township School | Tyner, Indiana |
| Lexington, School | Los Gatos, California |
| Leal School | Urbana, Illinois |
| Alexandria High School | Alexandria, Virginia |
| Eastwood Elementary School | Cincinnati, Ohio |
| Existing School | Minneapolis, Minnesota |
| Glenridge Junior High School | Landover, Maryland |
| Lane School | Lane, Illinois |
| Carole Highland School | Neartakoma, Maryland |
| Lincoln School | Richmond, Missouri |
| Father Judge High School | Philadelphia, Pa. |
| Fairview Grade School | Snokie, Illinois |
| La Prairie School | Janesville, Wisconsin |
| Public School | Cando, North Dakota |
| Eastmont Elementary School | Dayton, Ohio |
| Rhodes School | River Grove, Illinois |
| Elementary School | Cohasset, Massachusetts |
| Pinckney High School | Pinckney, Michigan |
| Odessa Elementary School | Odessa, New York |
| Jennings Elementary School | Jennings, Missouri |
| Howard Township School | Duck Creek, Wisconsin |
| Clearview Elementary School | York County, Pa. |
| Crown Point High School | Crown Point, Indiana |
| Wheatland Center School | New Munster, Wisconsin |
| S. School Addition | Kingham Massachusetts |
| New High School | Fairmont, Minnesota |
| Garfield School | Lorain, Ohio |
| New Technical High School | St. Louis, Missouri |
| Soldier Iowa School Addition | Soldier, Iowa |
| School Addition | Cambridge, Minnesota |
| Morris High School | Morris, Illinois |
| St. Lawrence School | Indianapolis, Indiana |
| Bemiss Elementary School | Spokane, Washington |
| Holland Central School | Holland, New York |
| Kewaunee Grade School | Kewaunee, Wisconsin |
| Elementary School | Alsace, Pa. |
| East Grenwich High School | East Greenwich, R. I. |
| Miller Grade School | Miller, South Dakota |
| Lubbock High School | Lubbock, Texas |
| Valley High School | Orderville, Utah |
| Hawthorne School Addition | Wheaton, Illinois |
| North Junior High School | Downey, California |
| Fenn School | Concord, Massachusetts |
| Paducah High School | Paducah, Kentucky |
| Grade School | Swea City, Iowa |
| Public School Addition | Napoleon, North Dakota |
| Emerson School Addition | Sidney, Ohio |
| Elementary School | St. Louis, Missouri |
| Grade School | Independence, Wisconsin |
| East Goshen Elementary School | Goshen, Pa. |
| Sabin School | Portland, Oregon |
| Othello High School | Athello, Washington |
| C. A. Arthur School | Oklahoma City, Oklahoma |
| McKinley School | East Moline, Illinois |
| Lubbock High School | Lubbock, Texas |
| Centerville School | Centerville, Utah |
| Jefferson Elementary School | Spokane, Washington |
| Lincoln School | Sheybogan, Wisconsin |
| Longfellow School | Wheaton, Illinois |
| Ben Franklin High School | Los Angeles, California |
| New Addition to High School | Charlestown, Indiana |
| Stevens T. Mason School | Redoford, Michigan |
| Hillcrest School Addition | East Moline, Illinois |
| Ridge School | Bellevue, Ohio |
| Clearview Elementary School | York County, Pa. |
| Castelton School Addition | Castelton, New York |
| Wheatland School | Wheatland, California |
| Paducah High School | Paducah, Kentucky |
| High School | Iowa Falls, Iowa |
| Elementary School | St. Louis, Missouri |
| Junior-Senior High School | Hughesville, Pa. |
| Wogaman School | Dayton, Ohio |
| Grade School | Wautoma, Wisconsin |
| Cossitt School | La Grange, Illinois |
| Bainbridge Elementary School | Bainbridge, Maryland |
| West End Grammar School | Washington, Indiana |
| Lightner Elementary School | York County, Pa. |
| High School Addition | New Holstein, Wisconsin |
| Laurens Central School | Laurens, New York |
| Union Local School | Lombardsville, Ohio |
| Public School | Madelia, Minnesota |
| Hillcrest School Addition | East Moline, Illinois |
| Jones Elementary School | Greencastle, Indiana |
| Lincoln School | Taft, California |
| Garfield School | Madison, South Dakota |
| Opportuniay School | Denver, Colorado |
| Bellemeade School | Richmond, Virginia |
| Preble School | Preble, Wisconsin |
| Sahs School | Stickney, Illinois |
| Cherrelyn Elementary School | Englewood, Colorado |
| Elementary School | Cohasset, Massachusetts |
| Magna Elementary School | Magna, Utah |
| Wagoman School | Dayton, Ohio |
| Public School | Akeley, Minnesota |
| High School | Gettysburg, Pa. |
| Larimore School Addition | St. Louis, Missouri |
| Highcrest School | Silmette, Illinois |
| Waverly High School | Waverly, Ohio |
| East Hill Elementary School | Kent, Washington |
| Brissette School | Kewkswiln, Michigan |
| Center Grade-High School | Stone Cros, Indiana |
| Park Hills Elementary School | Hanover, Pa. |
| High School | Cass Lake, Minnesota |
| High School | Coleman, Wisconsin |
| Community Grade School | York County, Pa. |
| Uniondale High School | Uniondale, New York |
| Wright School Addition | Clayton, Missouri |
| Nixon School Addition | Westchester, Illinois |
| Fine Arts Addition to High School | Jefferson, Indiana |
| Willow Glen Senior High School | San Jose, California |
| Lena Whitmore Grade School | Moscow, Idaho |
| Elementary School Ward No. 3 | Big Rapids, Michigan |
| Public School | Garretson, South Dakota |
| Elementary School | Fennimore, Wisconsin |
| Lincoln Grade School | Jamestown, North Dakota |
| Community High School | Mount Morris, Illinois |
| Boyd Elementary School | Ohora Township, Pa. |
| Hall Park School | Belding, Michigan |
| Manchester School | Manchester, Ohio |
| Roosevelt Junior High School | Bellwood, Illinois |
| Franklin School | Spokane, Washington |
| [illegible] School | Ypsilanti, Michigan |
| [illegible] School | Dryden, New York |
| [illegible] School | Columbus, Ohio |
| [illegible] School | Snokie, Illinois |
| [illegible] School | Landsville, Pa. |
| [illegible] | Maplewood, Illinois |
| [illegible] School | Greencastle, Indiana |
| [illegible] Elementary School | Cincinnati, Ohio |
| [illegible] | Redford, Michigan |
| [illegible] Elementary School | Bountiful, Utah |
| [illegible] School | Spokane, Washington |
| [illegible] | Berwyn, Illinois |
| [illegible] | Waterford, Wisconsin |
| [illegible] School Unit No. 3 | Reno, Nevada |
| [illegible] | Quincy, Massachusetts |
| [illegible] | Chenoa, Illinois |
| [illegible] School | Sacramento, California |
| [illegible] School | Arlington, Virginia |
| | Blairstown, New Jersey |
| Westview School | |
| New Market Elementary S | |
| John Barnes Elementary S | |
| Elk School | |
| Karl Havlecek School | |
| Windsor Grade School | |
| Buckingham Elementary | |
| Francis Willard School | |
| Eugine Field School | |
| Saline High School | |
| Midview High School | |
| High School | |
| Sparks Elemenary School | |
| Mary Snow School | |
| Washington Junior High S | |
| Junior High School | |
| Eastmont Elementary Sch | |
| Bonneterre School | |
| Schoolcraft High School | |
| Knox High School | |
| San Miguel School | |
| Douglas School | |
| Maple Heights High Scho | |
| Hart Elementary School | |
| Elementary School | |
| Layton Elementary Scho | |
| Vienna White Elementar | |
| Lincoln Elementary Sch | |
| Lincoln Elementary Scho | |
| Jones School | |
| Liberty Township School | |
| Russell School | |
| Rowley Elementary Scho | |
| E. Lamperet Elementary | |
| Fontana State Graded Sc | |
| East Side Elementary Sc | |
| Chadwick High School | |
| Riverside School | |
| Elementary School Ward | |
| Belleville Vocational Sch | |
| Harbrock High School | |
| Chattaroy School | |
| St. Cloud School | |
| Public School Addition | |
| Elementary School | |
| Grade School | |
| Kewanee Grade School | |
| Kern Valley High School | |
| Masters Avenue Element | |
| Powers Elementary Scho | |
| Roosevelt School | |
| La Prairie School | |
| Mayville Elementary Sch | |
| West Ward School Addit | |
| Macomb Park Elementary | |
| Fairmount School | |
| Butterworth School | |
| Uniondale High School | |
| Penn Bernville School | |
| Dundee High School | |
| Elementary School | |
| White Pigeon High Scho | |
| Ida Rural Agricultural S | |
| Hawthorne Junior High Sc | |
| Manchester High School | |
| High School | |
| Cherry School | |
| San Juan High School | |
| Junior High School | |
| Westview Elementary Sch | |
| Minford School | |
| Elementary School | |
| New High School | |
| Richland Township Schoo | |
| North Point Elementary | |
| Evergreen School | |
| Archard Elementary Scho | |
| Wayne Township School | |
| Pleasant Grove School | |
| Hines School Addition | |
| West Ward School Addit | |
| Longfellow School | |
| Fremont School Addition | |
| Crivitz High School | |
| Quincy Elementary Scho | |
| Gifford School | |
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| Harper School | |
| Manchester High School | |
| Clay High School | |
| Ridgeview Elementary Sc | |
| New High School | |
| Virgil Central School | |
| Van Buren Elementary S | |
| Ashwood Elementary Sch | |
| Grand Island High Schoo | |
| Lincoln Elementary Scho | |
| East Avondale | |

# More Than 150,000 Classroom Installations



| | |
|---|---|
| Lincoln School | Biabee, Arizona |
| James A. Garfield School | East Chicago, Indiana |
| Jefferson School | Pueblo, Colorado |
| Buena Elementary School | Buena, Washington |
| Sussex Elementary School | Essex, Maryland |
| Hayestown Elementary School | Danbury, Connecticut |
| Patterson Elementary School | Washington, D. C. |
| Elementary School | Wanesburg, Missouri |
| Henry B. Endicott School | Endicott, New York |
| St. Gertrude School | Maderia, Ohio |
| Potterville School | Potterville, Michigan |
| Grade School | Independence, Wisconsin |
| Othello High School | Athello, Washington |
| Science Rooms Central Union High | Fresno, California |
| East High School | Waterloo, Iowa |
| Lewiston High School | Lewiston, Maine |
| Elementary & High School | Haviland, Ohio |
| Fletcher Street School | Kalamazoo, Michigan |
| Grade School Addition | Hardwick, Minnesota |
| Highcrest School | Silmette, Illinois |
| Father Judge High School | Philadelphia, Pa. |
| Lincoln School | Park Falls, Wisconsin |
| Venice High School | Los Angeles, California |
| New School Addition | Mt. Carroll, Illinois |
| Caro High School | Caro, Michigan |
| Fairgrounds School | Nashua, New Hampshire |
| Public School | Alberta, Minnesota |
| High School Addition | New Holstein, Wisconsin |
| Anaconda High School | Anaconda, Montana |
| Lee Thurston High School | Detroit, Michigan |
| North Grade School | Franklin, Illinois |
| Franklin Elementary School | Sacramento, California |
| Liberty Township School | Sharpsville, Indiana |
| Bainbridge Elementary School | Bainbridge, Maryland |
| Spann School | Pueblo, Colorado |
| Chester School | Chester, Montana |
| North High School | North Valley, New York |
| Fred E. Smith School | Akron, Ohio |
| High School | Burlington, Wisconsin |
| Hempfield High School | Landisville, Pa. |
| Louro Wilder School | Sioux Falls, South Dakota |
| Backmann Elementary School | Salt Lake City, Utah |
| Chadwick High School | Chadwick, Illinois |
| Jennings High School | Jennings, Missouri |
| Ernest R. E. Elliott School | Munster, Indiana |
| Libbie Edward School Addition | Salt Lake City, Utah |
| Wyoming Park High School | Wyoming Park, Michigan |
| Riley Elemegntary School Addition | Great Bend, Kansas |
| Rockingham Roosevelt School | Davenport, Iowa |
| Hebertsville School | Hebersville, New Jersey |
| Wheeler City High School 87 | Bartlett, Nebraska |
| West Biddle Street School | West Chester, Pa. |
| Garfield School | Madison, South Dakota |
| Ensign School | Salt Lake City, Utah |
| Godfrey Elementary School | Alton, Illinois |
| Elementary School | Cohasset, Massachusetts |
| Brentmoor School | Mentor, Ohio |
| Manchester High School | Manchester, Pa. |
| North East School | Fon du Lac, Wisconsin |
| Austin School | Vermillion, South Dakota |
| Bemiss Elementary School | Spokane, Washington |
| Griffith High School | Griffith, Indiana |
| East Wing School | Snokie, Illinois |
| Roosevelt School | Taft, California |
| Patterson Elementary School | Washington, D. C. |
| Haseltine School | Portland, Maine |
| Riley Elementary School Addition | Great Bend, Kansas |
| Mount Vernon School | Newark, New Jersey |
| Headlands School | Mentor, Ohio |
| Woodlawn School | Hamburg, New York |
| East Lake Road School | Harbor Creek, Pa. |
| Sabin School | Portland, Oregon |
| Belleville Vocational School | Belleville, Ohio |
| St. Francis Xavier School | LaGrange, Illinois |
| Griffith High School | Griffith, Indiana |
| Brentwood Junior High School | Pacific Pa, California |
| Nampa High School | Nampa, Idaho |
| Snug Harbor School | Quincy, Massachusetts |
| Torrey Woods School | Grosse Point, Michigan |
| Simmons Elementary School | Aberdeen, South Dakota |
| Bear River High School | Box Elder, Utah |
| Franklin Heights School | Columbus, Ohio |
| Gilboa Elementary School | Gilboa, New York |
| Haulicek School | Berwyn, Illinois |
| Ben Franklin School | Los Angeles, California |
| West End Grammar School | Washington, Indiana |
| Manchester High School | Manchester, Michigan |
| Longfellow School Addition | Sidney, Ohio |
| Gill Hall Elementary School | Jefferson, Pa. |
| Maple Hill High School | Rensslaer, New York |
| Snug Harbor School | Quincy, Massachusetts |
| Laidlaw School | Western Springs, Illinois |
| Cuyama Classroom | Cuyama, California |
| New Elementary School | Saterstown, New Jersey |
| Mount Airy | |
| Addition to School | |
| Mount Airy Elementary School | |
| Arlington Elementary School | |
| Elementary School | |
| Dundee High School | |
| Cherry School | |
| Goodrich Elementary School | |
| Daniel Boone School | |
| Grade School | |
| Chattaroy School | |
| Hawthorne Junior High School | |
| York Community High School | |
| Willow Glen Senior High School | |
| Thirty-third Street School | |
| Elementary School Ward No. 5 | |
| Westfield Central School | |
| Torray Woods School | |
| South West School | |
| East Kerns School | |
| Kern Valley High School | |
| Marion Elementary School | |
| New Albany High School | |
| Clay High School | |
| Elk School | |
| E. Lamperet Elementary School | |
| Hamburg Senior High School | |
| Elementary School Addition | |
| Elsie Elementary School | |
| Riverside School | |
| Roosevelt School | |
| Sheldon Street School | |
| West Side Elementary School | |
| Buckingham Elementary School | |
| Port Jefferson School | |
| Glenagary School | |
| Carpe | |
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| Chattaroy | |
| Harbor Creek, Pa. | |
| Elmhurst, Illinois | |
| Ogden, Utah | |
| Big Rapids, Michigan | |
| Westfield, New York | |
| Grosse Pointe, Michigan | |
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| Kearns, Utah | |
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| Cleveland, Ohio | |
| New Albany, Indiana | |
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| Elk, Washington | |
| Lancaster, Pa. | |
| Hamburg, New York | |
| Bagley, Minnesota | |
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The year 1956 marks Schieber's twenty-fifth anniversary of service to schools and we take pride in the contribution we have been privileged to make to better school design as the originators of folding table and bench equipment. It seems a proper occasion to acknowledge our indebtedness to the school administrators and architects whose aggressive thinking has made multiple-use-of-space a practical reality. Meanwhile, our engineering and development work goes on relentlessly.

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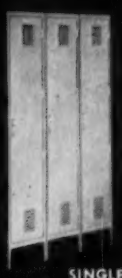
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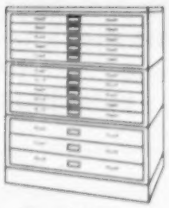

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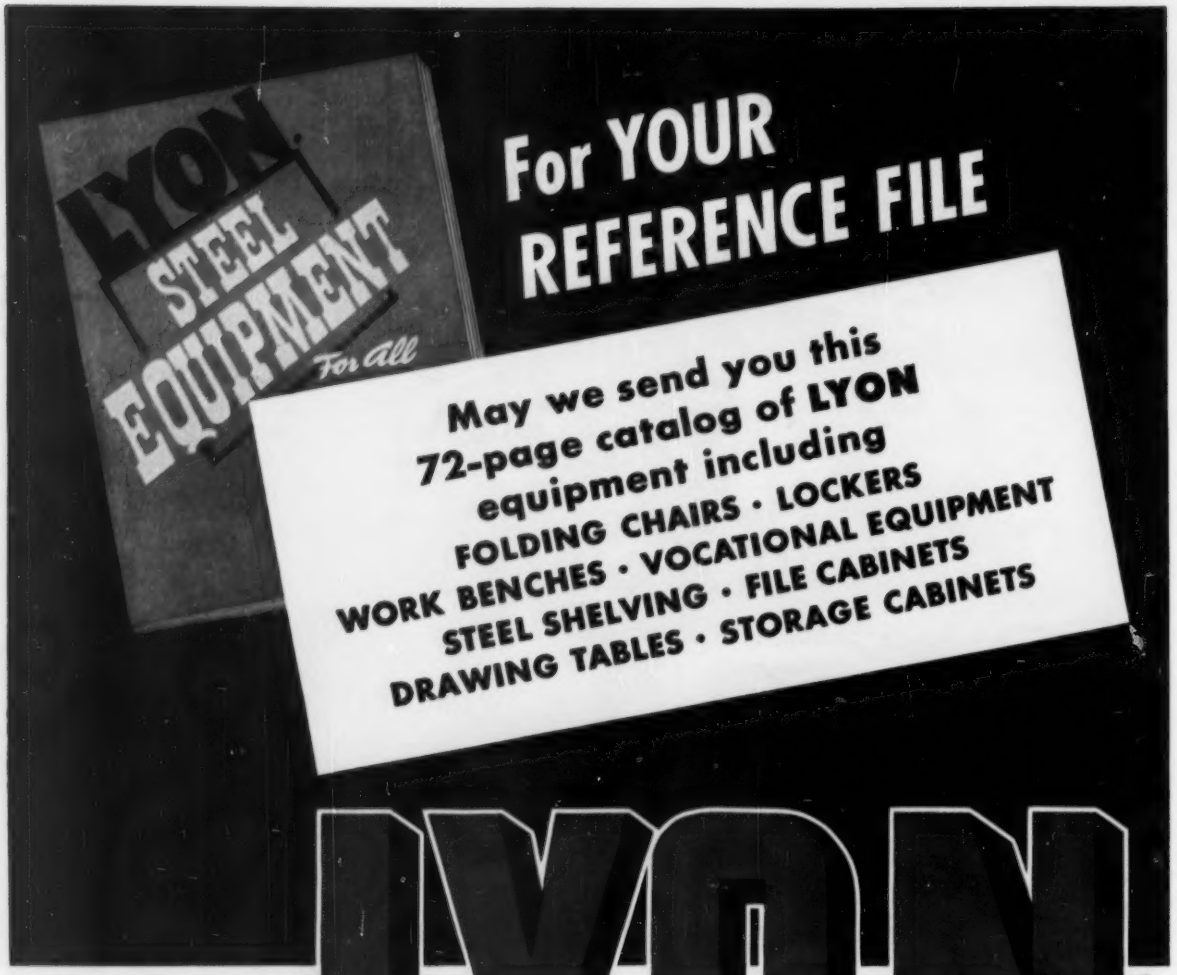
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A Monthly Report to Food Preparation Specialists from The Aluminum Cooking Utensil Co., Inc.

# WEAR·EVER Product News

For Even Heating, Better Cooking IT'S ALUMINUM

VOL. 1 NO. 1 JANUARY, 1956



## WEAR·EVER "TWINS" INTRODUCE NEW DOUBLE-VALUE LINE OF BAKE & ROAST PANS

The twins are all steamed up about Wear-Ever's new line of steam-seal, "oven-fit" pans, tailored specially for restaurant and café ranges. And they aren't alone in their enthusiasm. These pans are the talk of the trade. They offer the double values of space-saving efficiency and wide flexibility in use. Seven in all (twin and full oven widths), they team up into 14 cooking combinations. Result: more foods cooked faster in less space. Built to last of a special lightweight, hard wrought aluminum alloy, the pans feature sanitary open bead, snap-back handles and steam-seal construction to lock flavors in.



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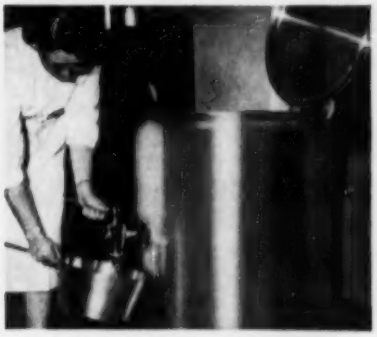
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Buy 3 of these top quality Wear-Ever trays. You get *free* a 9" mirror finish, stainless steel lunch slicer, with the patented Lamb Wedge-Lock Handle. At your dealers *now*.

## GAS FIRED KETTLE MAKING NEW FRIENDS IN SCHOOL FIELD

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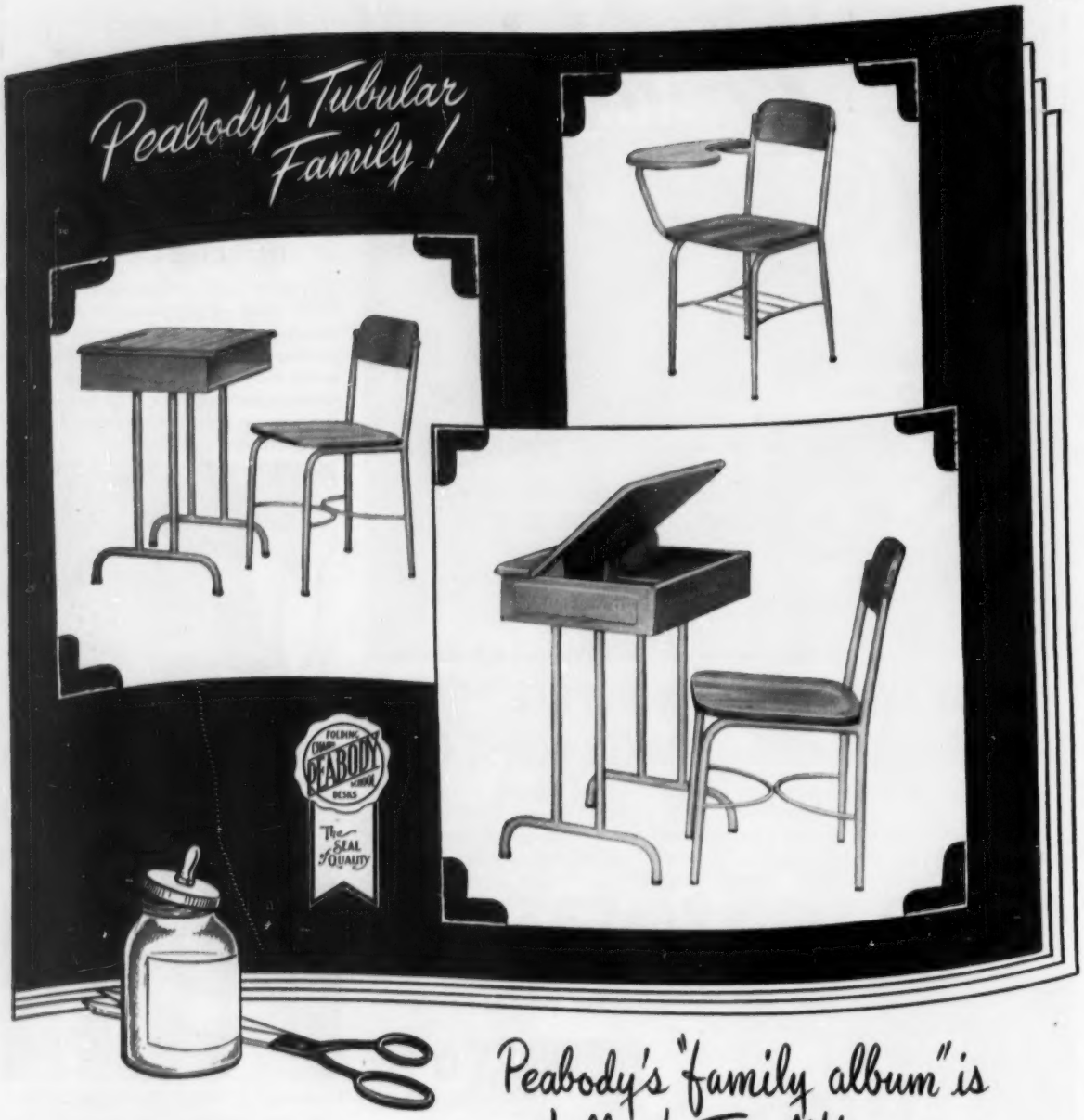


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# From movies to lunches ...in minutes!



**Here's how Mr. E. J. Cooper, Superintendent, School District No. 24, Hennepin County, Minnesota, solves his space problems with Erickson Portable Fold-A-Way Lunch Tables.**



This 30'x90' multi-purpose room in Mr. Cooper's Forest Elementary School, sees plenty of activity both days and evenings such as visual classes, music and rhythm work, bandwork, student council meetings, scout activities and civil defense meetings.



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## Multiple use of floor space is easy...with *Erickson* Tables

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II. **Manufacturers' Catalog Section**—Manufacturers' catalogs follow the Editorial Section and are grouped by the following classifications:

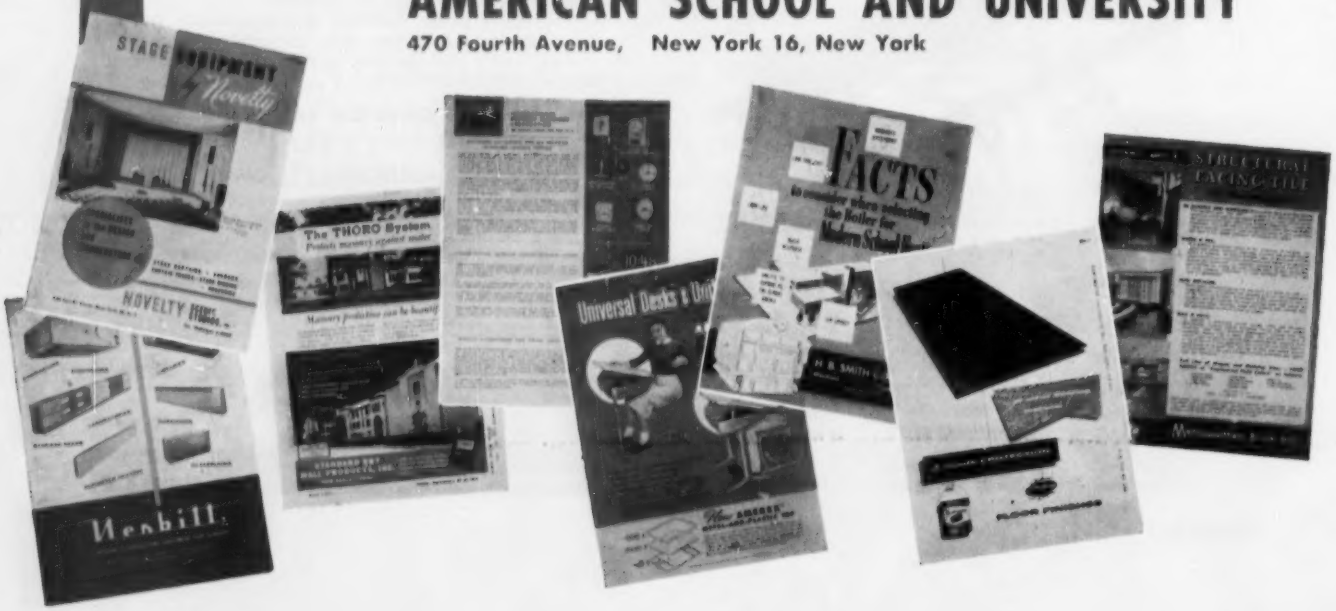
Structural Materials — Interior Finish
Heating — Plumbing — Lighting — Electrical
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Food Service — Homemaking — Dormitory
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III. **Directory of Educational Equipment and Supply Distributors**

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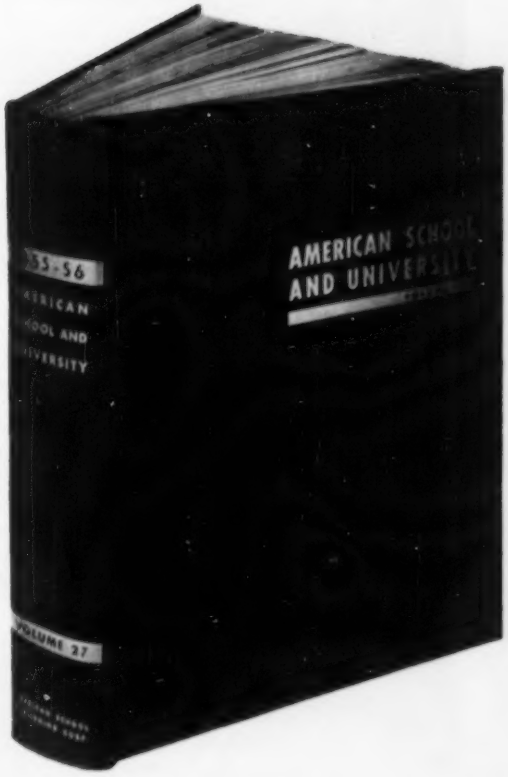
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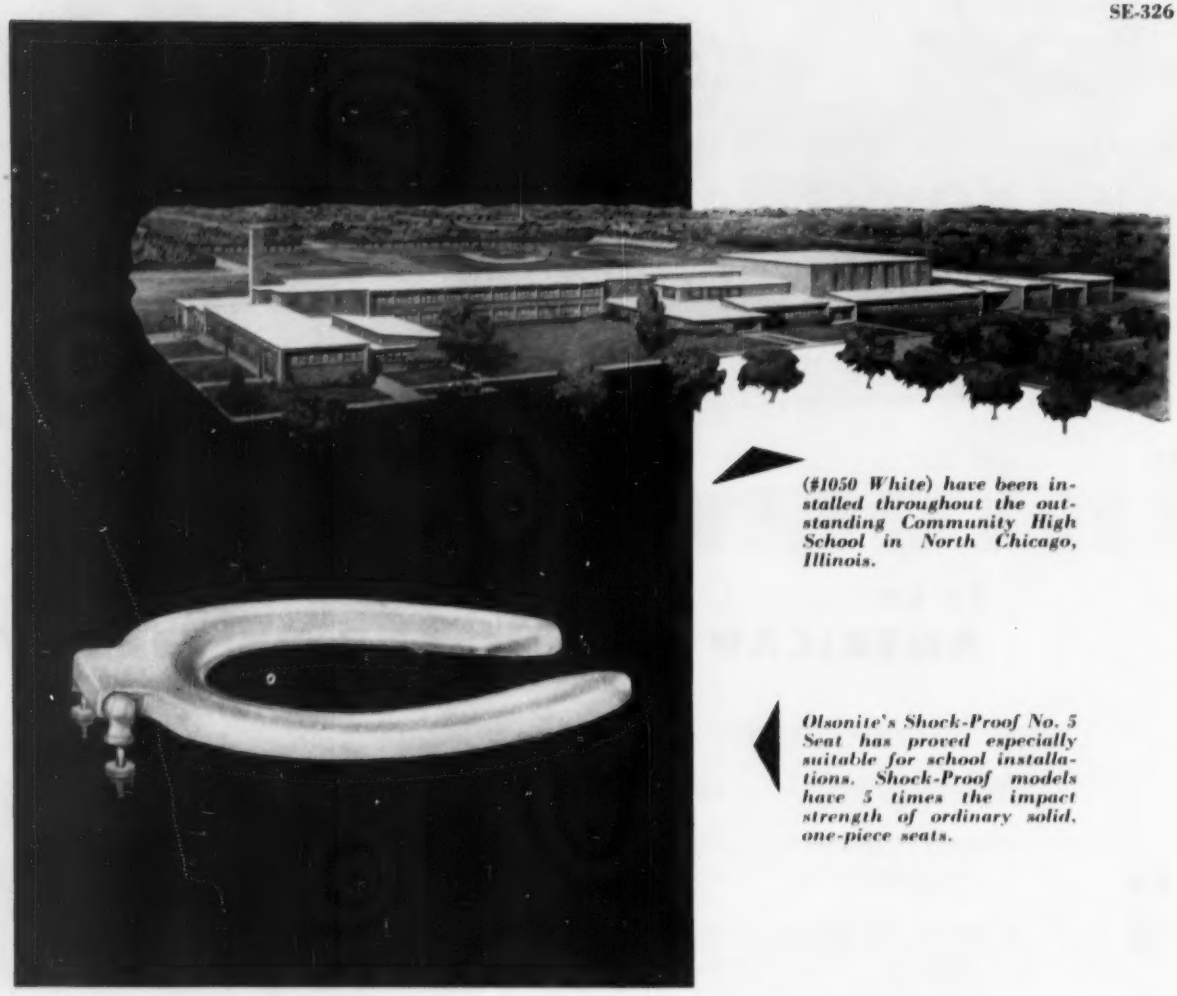
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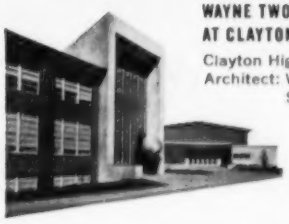
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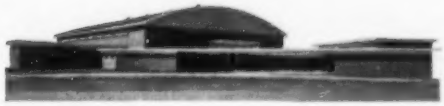


**WAYNE TWO-LEVEL SEATING AT CLAYTON, MISSOURI**

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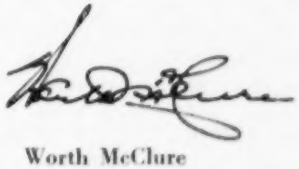

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# 1955
# SCHOOL ADMINISTRATION IN REVIEW

It seems that 1955, like 1954, will prove to be another matrix year in both international and national affairs. Abroad, changes in heads of governments continue. They have borne strange fruit in changing policies toward neighbor nations. We do not know whether these changes will be more than temporary, but they have called forth new and far-reaching propositions from the United States and other Western nations. What 1955's under-the-surface conditions portend only time will reveal. Watchfully, we can hope for progress toward peace.

At home, advancing technology, political policy making and economic omens put together a picture about which the only certainty is uncertainty. Trends toward shortened working hours and manpower shortages, of which the teacher shortage is one facet, challenge the expertness of business and the professions. On the school front continued interest in education, highlighted by the White House Conference, should put us further on the road to educational opportunity for all. Prospects seem brighter for federal legislation to help states meet the school housing crisis. Results of the vastly productive Cooperative Program in Educational Administration are to be diffused under additional allocations by the W. K. Kellogg Foundation for the new Committee for the Advancement of School Administration. AASA, along with NEA and its allied departments, continues to grow in members and service. School boards and the PTA are on the march through self-education to continued growth and service. At such a time, the SCHOOL EXECUTIVE's annual roundup of the year's important happenings in education should be extremely valuable. As an inveterate reader of this magazine, I value the January review because it gives a mountain-top view that helps reflective thinking and points fresh challenges. And to the mountain-top vision of Walter Cocking and his able staff—salute and congratulations!

Sincerely,



Worth McClure
Executive Secretary, AASA




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A SUMMING-UP 110




# The Nation in Retrospect

by FRANCIS KEPPEL

IT WAS A YEAR of peace and prosperity. There were those who said that it was a tranquil year—at least in retrospect. For tranquility is a relative matter, and in both domestic and international affairs the United States in 1955 seemed more at ease than at any time since the end of the Second World War.

Gloomy predictions about what would happen when the Democrats controlled the Congress, and the Republicans controlled the Executive, were not borne out. The nation observed an apparently happy partnership made up of the executive branch, the liberal wing of the Republican party and the conservative forces in the Democratic party. There was almost startling agreement on foreign policy, with several votes showing overwhelming support of the Administration's program. In national affairs, where bi-partisanship has never been fashionable, the major difficulties came in the area of public power, agriculture and education. The last of these reflected the difference between the North and the South on segregation more than it did any profound difference between the political parties on educational policy. In prosperity, it would seem, the middle way is both comfortable and wise. And the national Administration in 1955 gloried in the middle way.



This is Dr. Keppel's third national round-up for these review issues. He is dean of the Graduate School of Education at Harvard.

Despite vigorous protests from certain Southern states, no one really expected the Supreme Court to change its decision of 1954 when its application came up for judgment. The Court said what the majority expected it to say—that the application of its judgment was a complicated matter and that a certain leeway would be granted for local circumstance. But the Court made it clear that the basic decision stood unchanged. The only news value was that there was no new news.

### Peace

Sir Winston Churchill's retirement had also been long predicted. Yet when the political colossus of the English-speaking world finally withdrew from the public eye, the American people seemed to miss him as much as their British allies. For more than fifteen years the two nations had been walking side by side in a troubled world, and Sir Winston's instinct for policy guided both shores of the Atlantic. The outpouring of affection from the people and the press of the United States reminded many that the two nations were truly, to use Sir Winston's phrase, "mixed up together."

During 1955 a new vision of economic plenty came to the people. The vision was constructed from what had earlier caused terror: the atomic war cloud, which came to take the form of peace and prosperity. The dramatic meeting of nuclear scientists in Geneva during the summer spread out before the world the possibilities of economic advance in the application of atomic science. There seemed a new plateau of well-being not far ahead. Perhaps many of those now living could benefit from the effects of the new science on industry, transportation, agriculture and countless other fields. The hope of giving physical comfort and good health to the peoples of the world, which seemed so visionary a few years ago, was now the talk of hard-headed men of affairs. The tentative beginnings symbolized by the Point-Four program might soon be great undertakings when linked with Einstein's formula. It was clear that the great mathematician's theories would carry on long after his own departure from the world of atoms.

### Prosperity

For the great majority of Americans, these hopes of peace on earth and future progress were part of their own sense of prosperity. With the exception of a few agricultural and industrial areas, it was without question a year of prosperity. And even in the "soft" spots, the comparison with twenty years ago was all on the side of 1955. Even the arguments on agricultural policy had to do with how to maintain prosperity rather than how to overcome serious depression. From the confusions of the Dixon-Yates contract for electrical power, the casual observer could see at least one happy conclusion: everyone was eager to provide more power facilities. Sooner or later, and probably sooner, the average citizen would get benefits.

Wherever he looked, the American

saw production piled on production. The staggering output of the automobile industry was to be compared only with the staggering capacity of the American people to buy more cars. If Will Rogers were alive today, he would doubtless have something to say about a nation in such a rush to get hurt. The evangelists had a good year in persuading the people to choose the path of virtue, but the salesmen more than outmatched them in describing the joys of the four-lane highways in a new car. Even an optimistic Administration became tense over relaxed credit policies.

**Popularity**

In this cheerful atmosphere, the news of the President's illness came with shocking abruptness. His personal success at the Geneva Conference of the major powers had still further identified him in the American mind as a factor for international peace. His popularity was undimmed after nearly three years in office, and the possibility of an inter-regnum was distressing to all shades of political belief. For the Republicans, his illness confused plans for the coming presidential election, while it encouraged Democratic hopefuls who had earlier shown some hesitation to engage the champion. As a result, for weeks the newspapers gave as much space to speculation on what would happen if he retired from the political scene as they did to reports on his steady improvement during the fall months.

One useful by-product of an illness regretted by all here and abroad was a widespread adult education program in medical care. The American people were provided with a daily account of their President's progress (sometimes in such homely detail that the delicate of mind were astonished), and with general information and advice about the workings of the heart. Millions of citizens, with fingers to their own pulse, read every word and talked with fellow hypochondriacs. All in all, it was a characteristic American performance.

Equally characteristic, but less useful, was the reaction of the stock market. The news of the President's illness caused the biggest break in prices in years. The people were once again treated to learned discussions on such matters as "technical corrections" and "technical adjustments." But apparently the basic prosperity was enough to cushion the psychological shock, for soon prices were again showing a steady advance. Prosperity seemed built on solider ground than in the 1920's.

When national tragedies like the floods in New England and the Middle Atlantic states in the late summer and fall came to test the spirit of the nation, there were few who were disheartened. A remarkable recovery was made in both industry and private life, despite overwhelming losses.

Even more significant was the reaction of the people to the change in




Russian diplomatic (if not strategic) behavior. There seemed little inclination to respond to the gay polkas of Geneva and Moscow by discarding the military marches of Washington. Enormous investments in defense and in atomic energy for military purposes still received the support of the electorate. The future historian may report that the Russian policy of sweetness and light in 1955 had the effect of making Communists seem less frightening, but not less dangerous.

It was, in short, a good year for most Americans. But not for the educators. The birth rate kept up, the critics were in full voice, local tax rates seemed stretched like the girdle of the fat woman in the circus —and there simply were not enough people to teach in the places that needed teachers. (As usual there were plenty of people who wanted to teach in places where teachers were *not* needed). Added to all this, the waves of juvenile delinquency seemed to grow larger and larger. As usual the schools were asked to do something about it. A best-selling author discovered that Johnny could not read—a thought that had occurred to a good many teachers in the past three thousand years—and proposed the tonic of phonics. It took a good deal of time to explain that while partly right, he was not wholly right —a task far more difficult than it might seem on the surface.

**Public vs. private aid**

The Congress, after collecting an unbelievable number of statistics, finally gave up in mid-summer on efforts to provide federal funds for school buildings. Cardinal McIntyre of Los Angeles did little to help the situation by fanning the flames of discord between public and parochial schools in questioning the motives of the supporters of the needs of public education expressed through the Educational Policies Commission. There seemed danger that the more measured tones of James Bryant Conant in 1953 might be succeeded by a shriller squabble in that ancient area of discord, the relations of church and public education.

No, it was not an easy year for the educators. But there was hope. For the public was undeniably interested in the schools. The efforts in the preceding half decade of countless teachers and administrators, and the effective leadership of the National Citizens' Commission for the Public Schools, were coming to fruition. In the early fall it was estimated that over 2600 communities planned meetings to discuss educational problems in connection with the state and national White House Conference. As report piled on report, there seemed reason to hope that the people were better aware of the inherent problems involved in any attempt to educate all children—and were willing to pay the price.

# The Status of Education . . .

by HARLAN L. HAGMAN

EVENTS OF CONCERN to education in 1955 were laid against three major aspects of contemporary American life.

There was during the year a continuation of the prosperity Americans have been enjoying for the past several years. The country enjoyed a record level of employment: 65 million persons. The 22 million women in the labor force suggested that the American pattern of working mothers was being continued with the attendant problems of caring for children in and out of school.

In 1955, the growing place of automation in industry was viewed with alarm by some, with complacency by others, but with appreciation by all that the work habits of a nation would be changed through electronics.

The national economy was booming. Factories set production records. Though shortages in supply affected consumer response and pricing in some lines, there appeared to be automobiles, refrigerators, television sets and other products for all who would purchase. The year found installment debt at a record high. For seven months consecutively, new records were set until in August such debt amounted to $33½ billion of which $13½ billion were in automobile buying.

With increased mechanization, the productivity of the nation's workers increased to a new high. Compared to the average worker's productivity in 1920 in terms of weighted dollar values, the average worker in 1955 was two and a half times as productive and received compensation in the same proportion.



Dr. Hagman is dean of the College of Education at Drake University in Des Moines.

But of concern to educators was the changed composition of the labor forces. In contrast to 1900, when about 40 percent of workers were in agricultural pursuits, only about 10 percent of workers in 1955 were so engaged. About one worker in four in 1955 was in manufacturing, about one in five in wholesale and retail trade, and about one in twelve in the professions and related fields.

**Salary rises uneven**

Teachers shared in the nation's continuing prosperity but found salaries in teaching rising for the most part less rapidly than compensation in many fields. The National Education Association called for a $4200 minimum salary but reported that in 1954-55 only about 51 percent of classroom teachers were paid more than $3500 for the year and only 22 percent received more than $4500. Still, the precentages reflected a gain over the preceding year when just 44 percent received more than $3500, and 17 percent received more than $4500. Similar increases appeared to be prospective for the 1955-56 school year.

As a careful student of the times the educator might assert that in 1955 the nation was realizing the benefits of material prosperity while preserving the values that are important to good living. Much of personal and community life in 1955 was characterized by a spirit of humanitarianism. This was evident in the acceptance among Americans of the desirability of the self-determination of peoples in other parts of the world and the ending of colonialism. It was reflected in the acts of state legislatures in 1955 concerning the education of handicapped children. It was expressed in the discussions of how best to give all children educational opportunity regardless of color. Throughout the year, the movement toward integration continued. The problem was a national one, for states which did not separate school children according to race often, in practice, shut the doors of the schools to non-white teachers. But in both north and south, behind the fear of change and the desire to preserve the old and familiar, was the intention to meet the problems of integration in keeping with the spirit of humanitarianism which has moved social reforms in the past.

Providing comic relief from the serious attacks on teaching during the fear-ridden years preceding 1955 was the widely-publicized charge that the schools were failing to teach Johnny to read. In the years of more serious attacks upon schools, the fear appeared to be that Johnny was being taught to read too well and too widely. The readiness of school teachers to give ear, and possibly undue importance, to the reading controversy of 1955 suggests they were relieved to meet an issue which could be met forthrightly.

**Farms on the decrease**

A check in 1955 on the number of farm households in the United States showed that the number had decreased 13 percent in the five years since 1950 to a total of five and a half million persons. The movement to the cities was accompanied by suburbanization, with attendant problems of effective local government, health, sanitation, streets and walks, public safety and education. Areas at the outskirts of cities provided large numbers of children for schools which had inadequate financial resources to care for them.

The recognition of the shortage of well-prepared people in the fields of science led to efforts to encourage young people to elect science as an area for study and to some provision of scholarships to help able high

school students to go to college. The nation's colleges graduated 35 percent fewer students in 1954 than in 1950 and though the size of the classes beginning college in 1955 was greater than that of the preceding year, the deficiency in numbers of college graduates was of concern in all fields dependent upon college-trained personnel. Teaching was in a state of severe shortage of well-prepared persons in 1955 although the numbers of graduates had declined only 25 percent since 1950 as against the larger percentage of all college graduates. During the year, proposals for study of the more effective utilization of the time of teachers in school through increased use of learning aids and assistant-teachers and through improved school organization were given greater attention, as part of the general problem of the use of manpower.

# . . . of School Administration

by E. T. PETERSON
and S. J. KNEZEVICH

PUBLIC INTEREST IN EDUCATIONAL problems scaled new heights in 1955, and administrative problems, in turn, captured a large share of the layman's attention.

Five of the six major problems on the agenda of the White House Conference were fundamentally concerned with school administration. These were questions on ways of organizing our school system into more efficient patterns; determining school building needs; obtaining and keeping good teachers; ways of financing and operating our schools; and methods of keeping high public interest in education. Answers to these queries will exert considerable influence on school administration during 1956 and for years thereafter.

The impact of Supreme Court decisions on educational administration was again apparent in 1955. It was heartening to note that the discussion of a problem as controversial as de-segregation in the public schools of the South generated, in most instances, far more light to illuminate prudent paths of action than heat which dissipated energies through emotional involvements.



Dr. Peterson is dean of College of Education at Iowa State U. Dr. Knezevich is assoc. professor there.

There were fundamental changes in the organization of units of educational administration at the state and federal levels. In the decade between 1945 to 1955 every state made fundamental changes in the structure or organization of its state department of education. The trend toward popularly elected state boards of education and appointment of chief state school officers continued in 1955. Since 1945, an average of one state per year has changed to the practice of appointing the chief school officer. Increased emphasis on leadership in state departments through the provision of consultant services rather than regulation through inspectoral services was evident in 1955.

**Wrestle with research**

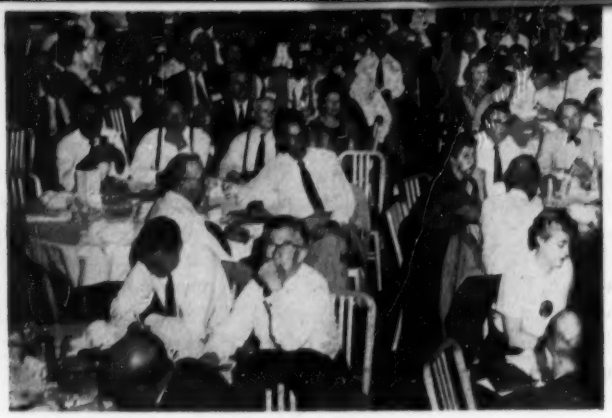
The findings of the eight regional centers of the Cooperative Program in Educational Administration continued to be published in 1955. The profession continues to wrestle with the difficulties of implementing the findings of research completed at the CPEA centers. The work of the CPEA is destined to influence professional activities in school administration for a long time to come.

In 1955 some began to inquire whether the swing of the pendulum away from the autocratic administrator hadn't reached, in theory at least, the opposite extreme of devitalizing the chief executive officer of the school to the verge of impotence by limiting his role to honorary chairman (status leader) of a "group dynamics" session. Must the democratic school administrator be confined to the role of the "official counter of the show of hands?" Wise direction is seldom the result of the compounding of limited or complete ignorance of many. The school administrator's leadership ability and technical competence continue to be important. In 1955 there were signs of a reaction which should lead to an altered pattern of administrator-teacher-lay relations.

A movement toward the decentralization of administration and supervision was apparent in the large metropolitan cities of New York and Chicago. A plan of regionalization of services of administrative and supervisory personnel was adopted in Chicago to bring such services closer to the classroom. The projects of the Metropolitan School Study Council indicated that even in a city as huge as New York considerable autonomy can be restored to quite small local areas. The range and quality of educational services are demonstrably enhanced by thawing out the rigidity, remoteness and uniformity characteristic of centralization.

There were no shortages of opportunities for professional leadership in school administration during 1955. The many problems that remain unsolved represent challenges rather than frustrations for the dynamic profession of educational administration.

# Laymen at Work



*Delegates at the N.Y.S. Conference sound out school issues.*

by ROY E. LARSEN

IN ASKING MYSELF what the citizens did for their schools in 1955, I arrived at the inevitable answer: "What *didn't* they do?" A few examples—showing what citizens were involved, what concerned them and what they did about it—gives part of the picture.

As individuals, the variety was almost limitless. It ranged from the President of the United States, who called a national conference on education to consider the "areas of common concern" throughout the land, to Alvin Massman, a farmer in Battle Creek, Nebraska, who spearheaded one of thousands of preliminary community conferences.

Several new groups stood up to be counted last year. Rotary International and the Young Presidents' Organization, for example, supported education projects that went beyond their established programs.

There was a marked upswing of interest by business leaders. NAM President, Henry G. Riter, III, appealed to corporations to give more active support to education, financially and personally, and urged individual businessmen to stand for election to boards of education and to stump for adequate budgets.

Queries received at NCCPS headquarters during the past year indicate that the school problems uppermost in citizens' minds today are reading and curriculum, overcrowding, teachers (recruitment and salaries) and finance.



Mr. Larsen is president of *Time* Inc. and chairman of the National Citizens Commission for the Public Schools.

Two other matters of concern—school boards (their selection and functions) and public interest in education—threaded through many letters as problems in their own right, but also, paradoxically, as solutions for most other school problems. Almost everything citizens did for their schools in 1955 contributed toward the long-run solution of these two problems.

Last year saw the nation-wide community conference program, which was supported by the National School Boards Association and the National Citizens Commission to undergird the state and national White House conferences. Entirely apart from the conferences, however, citizens worked hard for their schools in 1955. Here are some of the things they did.

*They worked on the teacher shortage.* With the need for teachers more acute than ever, more citizens than ever before were working on ways to get good teachers and reward those already in the field.

Citizen groups long interested in schools made new studies of teachers' salaries and related problems, and continued to sponsor projects to make teaching more attractive. The Georgia State Chamber of Commerce launched a full-scale teacher recruitment drive. Other efforts gained impetus from the recently formed Committee on New Teachers for the Nation's Classrooms.

Individual citizens joined up. Retired businessman Peter Fleming of Middletown, New Jersey, and housewife Jeanne Ralph of Harper Woods, Michigan, went to work as a substitute and a full-time teacher in their respective school systems. Mrs. Andrew Weil resigned from the Dundee, New York, school board to accept a teaching job in Dundee's schools.

*They worked on goals, the teaching of reading and other aspects of their local curriculum.* In West Virginia, at the request of the State Department of Education, citizens all over the state studied the question "What should our schools accomplish?" Dozens of civic, fraternal, business and labor organizations framed answers; the overwhelming stress was on citizenship training.

The argument over reading continued, but thoughtful citizens followed the 1954 lead of the Fairfield (Connecticut) School Study Council, visiting their schools to find out for themselves what their reading teachers were attempting, and what were the results.

**Citizens correct curriculum**

One such group, the Citizens Curriculum Committee of Pinellas County, Florida, visited pilot reading centers which had been set up in 1954. With the help of a professional consultant, they worked out questionnaires for all teachers in grades one through six. On the basis of returns, the committee recommended that the board establish a reading clinic. The committee suggested in its report to the community that all citizens help support a superior reading program for the County.

An outstanding contribution to the field of curriculum was made by Grace Fisher Ramsey of Brookfield Center, Connecticut, curator emeritus

of school relations at the Museum of Natural History, New York City. In her new leisure time, Dr. Ramsey analyzed and catalogued all the children's books (1,800) in the village public library. Her 39-page mimeographed booklet for faculty use stimulated such heavy circulation of books that plans have been made for a committee of parents and teachers to keep the catalogue up to date.

*They strengthened their school boards.* Citizens cooperated with the NSBA and state associations in drafting local plans to attract the highest caliber people to board membership.

*They worked on legislation.* Mrs. Joseph T. Cole, a homemaker and baby-sitting grandmother of Kennebunk, Maine, took time from household chores to conduct research on the best ages for children to enter school. Almost single-handedly, she lined up support to pass a new state law based on the information she had gathered.

*They reported the schools to the community.* The Board of Education of Onteora Central School, Boiceville, New York, made school budget history with explanatory brochures.

*They studied educational provisions for gifted children.* The Connecticut Committee for the Gifted, headed by NCCPS member John Hersey, and the Committee on the Gifted and Bright, of New England, New York and New Jersey, made outstanding progress.

*They worked for better coverage of school news.* The Nieman conference on educational reporting at Harvard last July found that education and the press have more in common than in controversy. Schools and newspapers of ten cities took part in the conference and in follow-up cooperative efforts toward better school reporting.

*They worked to spread public awareness of the importance of schools.* It is my personal feeling that one of the greatest values to come out of the White House Conference and the preliminary state and local conferences is the conviction that the broad public interest engendered must be spread and continued.

Delaware's state conference committee recommended the formation of a permanent state-wide committee on public support for the schools. This group is to be appointed by the Governor, with power to call an annual citizens' conference on education.

The citizens' committee movement continued to go forward in 1955, with 34 state-wide groups active and three more in the process of organizing. Some 3,000 committees were in close touch with the Commission and it was estimated that the total number of active groups was at least 10,000.

# The White House Conference

by CLINT PACE

THE PRESIDENT'S COMMITTEE for the White House Conference on Education today is nearing completion of its report to President Eisenhower on the "significant and pressing problems in the field of education." This report is the logical step following the conclusion of the White House Conference at Washington—a national climax to what Commissioner Brownell has described as the most comprehensive examination of school problems in the history of American education.

Three main aspects of the conference program are involved in the consideration of the report. They are: the Committee's own studies; findings of the state conferences; and results of the White House Conference held at Washington November 28 to December 1, 1955.

The Committee's studies are dependent on the findings of the state conferences and the deliberations of the 2,000 conferees at the national conference. The majority may be grouped under the broad headings of the six subjects discussed at the recent conference: What should our schools accomplish?, In what ways can we organize our school systems more efficiently and economically?, What are our school building needs?, How can we get enough good teachers—and keep them?, How can we finance our schools—build and operate them?, How can we obtain a continuing public interest in education?



A former NCCPS regional director, political writer and reporter, Mr. Pace is director of the White House Conference on Education.

Many educators across the nation have said 1955 was the "year of education." This may well be true, but the year got its start in 1954 when President Eisenhower submitted his State-of-the-Union message to Congress, which responded by authorizing the White House Conference program and appropriating funds to carry out the Chief Executive's wishes for the "most thorough, widespread and concerted study that the American people have ever made of their educational problems."

**Committee "loaded"?**

Proponents of federal aid said the 34-member President's Committee was "loaded" against federal aid, while their opposite numbers hinted the whole scheme was an attempt to justify federal aid. In between the charges and countercharges was the statement which the President's Committee had authorized its chairman to issue. The Committee stated that it felt itself to be in a quasi-judicial position of neutrality regarding federal aid and all problems related to the school crisis. It did not plan to commit itself on any issue until all the facts were in, and the thousands of educators and lay citizens partici-

Stanton Singer




*Typical of the 180 round tables at the Conference was Table 67 which included a church worker, contractor, professor, mailman, board member and superintendent.*

pating in the program had been heard from.

The President's Committee in itself was a truly representative group. Consisting of approximately one-third educators and two-thirds lay citizens, the Committee was composed of people of diverse backgrounds. The membership included teachers, lawyers, farmers, bankers, publishers, a television and radio executive and labor and business leaders. Public Law 530 specified that the White House Conference be broadly representative of educators and other interested citizens, both Republicans and Democrats.

The Committee set five goals:

- Bringing about a more widespread knowledge and appreciation of, and interest in, education.
- Helping to create a continuing concern on the part of great numbers of citizens to face their responsibilities toward education.
- Serving to bring about an analysis of the current condition of our education system.
- Providing examples of solutions to educational problems and inspiration for an accelerated effort in planning more action programs of school improvement.
- Providing the basis for a report to the President on the significant and pressing problems in the field of education and making recommendations insofar as they are possible for their solution.

The Committee and its staff were careful not to attempt any move which might reflect a desire to meddle in state affairs. What the states did and how they ran their conferences was entirely up to them. A quota of 1,400 was set up to be divided among the states on a population basis. Since they would make up the bulk of the conferees at the national meeting, we established certain safeguards against the dangers of possible bias. We set up a standard of selection of participants and recommended it to the states. We suggested:

1. The appointment of a selection committee which would recommend persons who had attended state conferences to be chosen as White House Conference participants.
2. The ratio of appointments should be on the basis of two or more lay citizens to each educator.
3. State delegations should be as diversified as possible in terms of racial, religious, economic, social and political backgrounds.
4. State delegations should not be "weighted" with single interests such as finance, schools, teachers or curriculum.

The second safeguard was provided by national organizations interested in educational matters. These included religious, patriotic, labor, educational, farm and business groups. Their cooperation was a safeguard against imbalance, and through their facilities and branches they could further the aims of the conference plan. Representatives of more than 300 such national organizations were invited to participate in the White House Conference. Their total membership has been conservatively estimated at 90 million, more than half the population of the nation.

Still another precaution was taken by allowing the President's Committee to select an additional 300 participants. These would include members of Congress with legislative interests and responsibilities in the field of education, Governors and chief state school officers, discussion leaders, foreign observers and others.

At the conference there were 180 tables, with discussion panels of no more than 11 persons to a table. Study guides on the six subjects prepared by the individual subcommittees assigned to each question proved to be of considerable value. These papers reviewed the subjects planned for the agenda of the national conference, furnished background information, and presented both sides of the issues involved.

**Community conferences**

Before their participation at the national conference most of the conferees, especially those sent by the states, had taken part in conferences on school problems in their own states. The Eisenhower program achieved its greatest initial success at this level, and at the 4,000 community conferences scheduled or held throughout the nation.

In Wyoming the State Legislature passed sixteen out of seventeen measures submitted to it by a legislative committee working closely with citizens and educators who had taken part in the statewide examination of school problems in cooperation with the White House Conference program. The Planning Committee in Arkansas has decided to remain in existence for two years to conduct follow-up community conferences after the Washington Conference. Minnesota has established citizens' committees in most of its cities and towns to cope with the teacher shortages, not only during the current crisis, but as a permanent feature of that state's efforts to deal effectively with the problem of recruiting and keeping good teachers on the

job. Connecticut will continue to hold annual conferences on education, and Nebraska passed school legislation which was in part inspired by its state conference.

There are today 53 conference reports in our files being examined by the President's Committee, its consultants and staff. They reflect the concern of millions of citizens about schools, goals, buildings, teachers, finance and related matters. These reports will be circulated by the President's Committee and most of them have been printed and distributed by the thousands in the states. Literally millions of citizens have been aroused to a pitch of determination to do something now to correct the shortcomings of their school systems and to improve education at the local, state and national levels.



# Legislation on Education

by HELEN ADELE MILLER

LEGISLATIVE PROPOSALS in the field of education are of interest to educators because the national legislative body, while studying and attempting to formulate a wise public policy, reflects a widespread public opinion.

Bills for federal grants and loans for school construction, and for library services to rural areas were reported to the House of Representatives by its Committee on Education and Labor. Other legislative proposals of interest to educators are those on federal aid to the states for advanced education; defense scholarships; loans for college education; use of revenues derived from the outer continental shelf; federal aid for teachers' salaries; general federal youth assistance to prevent juvenile delinquency; federal aid to educate teachers about prevention of narcotic addiction; federal aid for orphans of veterans; and proposals to relieve discrimination in regard to institutions which receive federal funds or tax exemptions.

Other Congressional proposals are related to the veterans' education program; the establishment of several new federal academies for the medical corps, the Foreign Service and the Women's Armed Forces; aid for medical education institutions; federal distribution programs for comparative information about the American way of life and communism; and science teaching material and manuals.



*Miss Miller is education analyst of the Legislative Reference Service of the Library of Congress.*

Extensive interest has been focused on proposals to aid the states through federal grants for school construction. Hearings were held early last January on Congressional bills before the Senate Labor and Public Welfare Committee under the leadership of Senator Lister Hill of Alabama. In February President Eisenhower sent a special message on school construction to the Congress, and the same day bills were introduced to implement it.

**Hear school building proposals**

The House Committee on Education and Labor began hearings in March on school construction proposals. This inquiry resulted in more than a thousand pages of hearings, a "mammoth undertaking" as described by Chairman Graham Barden. Following the public testimony, a sub-committee was appointed to study the main aspects of the school construction proposals. On July 28, 1955, the House Committee reported H. R. 7535. This bill provides for:

(1) Payments to state educational agencies for assistance on a grant basis to communities where this type of assistance can be most effectively utilized as determined by a priority system established by the State.

(2) Purchase by the Federal Government of bonds issued by school districts which are capable of financing their own school construction, but cannot obtain financing from ordinary sources on reasonable terms.

(3) Credit assistance to state school-financing agencies to provide schools and related facilities in states where such agencies exist or are created.

Witnesses testifying on the legislative proposals to develop further public library services in rural areas stressed the significant role of the public library in the American way of life. The House Committee, in reporting H. R. 2840, outlined the need to improve and extend these services into rural areas. The main intention of the bill is to stimulate the states to develop these services. An appropriation of $7,500,000 a year for a 5-year period would be authorized.

Witnesses stated that about 27 million people in the United States are without access to local public-library services of any kind and that 90 percent of this group live in rural areas. About 53 million others have inadequate local public-library services. Of the 7,500 library systems in the nation, 60 percent have

less than $4,000 per year for operating expenses, and 77 percent have less than $10,000 per year. Many rural areas throughout the country are unable to finance good service because of sparse population and tax limitations, and as a result have no service at all or inadequate service.

Federal aid for scholarships has gained increased interest largely because of recent studies made by responsible groups on the potential shortage of professional manpower in the United States.

The current bills would sanction assistance to needy, qualified youth; for those interested and qualified in the sciences; for health personnel; to the American Indians; for a broader program of educational exchange; for foreign service personnel; and for armed forces medical personnel.

The general bills for aid to the states for advanced education would determine the state quota, as follows:

> One-half of the total number of scholarships shall be allotted among the states in percentages equal to the percentage the state's high school graduates bear to the national total of high school graduates for the year, and the remaining one-half shall be allotted in proportion that the state's population between 19-21 bears to the national total population of that age.

Other proposals stipulate a given number of scholarships for each state.

**Aid for able scholars**

Selection of qualified candidates would be made by competitive examination. Some bills combine intellectual capacity with financial need as a basis for choice. In some cases payments would be made directly to the individuals; others would make them to the individual through "the administration of the institution he is attending." Bills proposing aid for health personnel would provide financial subsidy to the medical and nursing schools where the students were enrolled. Still another method proposes the use of contracts with institutions offering medical education.

Another type of subvention would be created by the Foreign Service scholarship program. Selection would be made on the basis of competitive examination. The successful recipients would be enlisted into a two-year training program at the end of their sophomore year at college. They would receive a federal grant of $900 a year to permit them to complete their studies at an accredited institution of their own choice. In return for this they would be required to agree to serve in the Foreign Service for a four-year period.

Implementation for the enactment of these educational measures rests upon the people of this nation. Those measures for which there is a definite public acceptance will become public policy. Action on the others will wait either for such public sanction to develop, or for such a change in conditions in education that they will no longer be required.

# School Boards in Action

by O. H. ROBERTS, JR.

OF BASIC IMPORT during 1955 was the increasing recognition, by school boards all over the land, that they have the major responsibility and role of leadership in the solution of the mounting problems of our schools.

Prior to and during World War II many school board members had joined together in state associations in order to share their common problems, to serve as advisors to state legislatures and to work with the profession toward upgrading the quality of school board leadership. This culminated in the creation of the National School Boards Association, a federation of State Associations.

The year 1955 challenged the courage of many boards and state associations with the Supreme Court's second ruling on segregation. As one whose privilege it was to travel, speak and counsel with school boards in all parts of the country, I saw the awareness of school board members in the South to the problem of desegregation; most agreed that it had to be faced and not ducked.



An Indiana attorney, Mr. Roberts is president of the NSBA and was chairman of the group's first workshop held in 1953.

During the year as problems became more complex, state board associations found more and more the great need for their services and their strength. In state after state they counseled with legislators on needed legislation for school improvement and worked with educational and lay groups in developing the state conferences on education. In Ohio, a long struggle for enabling legislation was successful and a new law was passed permitting four regional associations to join in a new state association. Maine and Maryland are giving serious consideration to their need for state organizations.

**Regional groups share work**

For some time it has been recognized that educational problems are not necessarily contained within state boundaries. Regional groupings of states have proven even more clearly the great advantage and the strength of sharing and working together in the best American tradition. Outstanding regional meetings



*General Maxwell Taylor, Chief of Staff, Dept. of the Army, was one of nine speakers at NSBA Symposium held in Sept.*

were held in virtually every part of the country.

The year began with a more than successful national convention at St. Louis, Missouri. President Jesse Stratton of the Oklahoma SBA led members from over the country through an involved discussion of common problems. Some twenty areas of concern and responsibility were spelled out in a statement of policies as a basis for united action. Many states have formally accepted this statement as their own. It will serve as an excellent guide for future improvement and development.

**Activate citizen concern**

Probably the most challenging responsibility assumed by the National School Boards Association in its St. Louis convention was its share of the responsibility for community conferences on education during the pre-White House Conference period. Many leaders, both professional and lay, felt that the real opportunity for solving educational problems rests at the local level; that state conferences and the national meeting would be more effective if people could get together at the local level and express their individual and collective concern.

At the invitation of the National Citizens Commission for the Public Schools, the NSBA accepted the challenge for organization of such local conferences, with the Commission carrying its share of the partnership responsibility in developing promotion material. The challenge of the year will be to implement the recommendations made by state conferences and the White House Conference. The year 1956 may well be the most important for community conferences, now that their value and successful techniques have been established.

The increasing stature of the NSBA received further recognition by the appointment of Past President Jesse Stratton to the Committee for the White House Conference. His was a most valuable contribution, particularly in his capacity as chairman of the subcommittee on maintaining continuing public interest in schools, one of the six areas studied by the Conference. Much valuable preconference assistance was given to the delegates through preliminary studies and presentation of materials.

**Cooperate with U.S. Office**

Two other events of major interest should be noted if we are to see the complete picture of school board activity during the past year. In June the NSBA Executive Committee accepted an invitation from Commissioner Brownell to meet in Washington and review the operation of the U. S. Office of Education, its problems and the plans of the Commissioner for its strengthening and development. It was agreed there that one of the most valuable future developments could be a cooperative program of research in common areas of concern, by the U. S. office and the NSBA.

During the spring, ideas from many sources crystallized in one of the most exciting developments in the field of school board responsibility. Challenged by a grant from the Ford Foundation's Fund for the Advancement of Education, the NSBA Executive Committee accepted the responsibility for a three-day symposium to explore new approaches to the problems of education.

Edward M. Tuttle, executive secretary, and Maurice Stapley were appointed co-directors. During the summer they and the writer worked in the selection of leaders who could spell out experiences from their own fields and give original thought to the problems of public education.

Leaders of the school boards associations from the various states were joined by representative local and state superintendents, professors and deans of schools of educational administration, presidents of teachers' colleges and leaders of allied educational and lay organizations. Eight discussion groups were formed to develop or present as many of their own ideas as might apply to the solution of our problems. It was stated early that no profound conclusions or panaceas for our ills were sought. The American technique of problem-solution has always been the positive presentation of ideas until successful ones are found.



1955
PROBLEM AREAS

# Desegregation of the Schools

by DON SHOEMAKER

FOR LAYMAN AND ADMINISTRATOR alike, the overriding issue in education as it directly affects more than 40 million Americans is racial: Will the public schools of the South desegregate in compliance with the Supreme Court decisions of May 17, 1954 and May 31, 1955?

At present the answer in most of the border areas of the Southern region, where segregation formerly was required by law, is: Yes. In the mid-South it appears to be: Maybe. In the Deep South, for the present anyway, it is: No.

The Southern Education Reporting Service is a fact-gathering organization devoted exclusively (through *Southern School News*) to the story of segregation-desegregation in the schools. It attempts objective reporting of events in a controversial area and holds and expresses no opinions. The material presented here has been gathered by that organization.

As schools opened last fall in the 17 "segregation" states and the District of Columbia, the region had behind it the Supreme Court's 1955 "implementation" decision, the beginnings of integration in the border areas and the first rush of litigation which would decide whether devices to resist or delay integration would stand up in court.



A veteran newspaper man and writer, Mr. Shoemaker is director of the Southern Educational Reporting Service.

The decision of May 31 reiterated what the Supreme Court had said a year earlier: enforced segregation is unconstitutional *per se*, and all laws to the contrary are invalid.

**States to determine when and how**

However, the high court set no time limit for compliance. And in general it handed to the states and the localities the burden of determining when the desegregation of schools would proceed.

What it said specifically could be summed up in this wise: Local school districts must "assess" their own situations, figure out all "obstacles" to overcome, make a "prompt and reasonable" start, and do the job with all "deliberate speed" as quickly as "practicable" in the circumstances.

It is important to note that the Supreme Court did not "order" integration. In the words of the Hon. John J. Parker, senior judge of the Fourth Circuit Court of Appeals, the court "has not decided that the states must mix persons of different races in the schools or must require them to attend schools or must deprive them of the right of choosing the schools they attend. What it has decided, and all that it has decided, is that a state may not deny any person on account of race the right to attend any school that it maintains."

Thus the burden has been on the minority race as plaintiffs to petition or sue for desegregation, district by district. This may explain what has been called the "glacial" speed with which Southern schools are being desegregated.

In the interim many counties and districts in the border areas have proceeded to lower racial bars. As the school year opened, *Southern School News* correspondents counted 134,000 Negro children enrolled in formerly all-white school systems in nine states and the District of Columbia. Half of these were in the nation's capital.

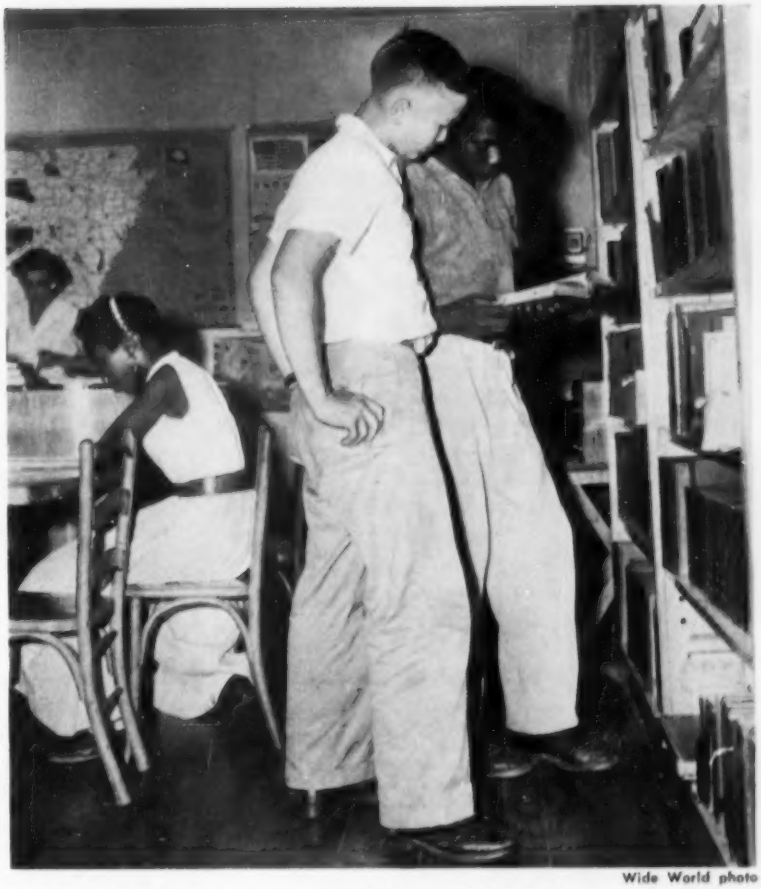
The border states of Delaware, Maryland, Kentucky, Oklahoma, Missouri and West Virginia had made compliance a matter of state policy in greater or lesser degree.

**Border states integrate schools**

Hence, eight of Maryland's counties, plus Baltimore City, had mixed classes; Delaware's northern county was desegregated while separate schools remained in the two southern counties, save in Dover; all but nine of West Virginia's 55 counties were removing racial distinctions; Ken-

tucky had several hundred of its 43,000 Negro school-age children in integrated schools with Louisville (which contains better than one fourth of the state's Negro scholastics) planning desegregation next year; Missouri had integrated 85 percent of its Negro pupils; Oklahoma was practicing integration in at least 264 schools, including the larger systems of Oklahoma City and Tulsa, while the District of Columbia reported 80 percent of its Negro children—now 63 percent of the school child population—in integrated schools.

Even within these states some areas of opposition remained. And in areas where schools were opened to both races some Negroes were either reluctant or not disposed to enroll. For instance, only 21 of 2,632 eligible Negroes had applied for admission to formerly all-white schools in desegregated Lexington by mid-October; in the desegregated schools of Queen Anne's County, Maryland, none had applied.



Wide World photo

*Negro and white students now attend the consolidated school at Hoxie, Arkansas, a town in which a White America chapter had been instrumental in briefly closing the schools when desegregation was about to be put into effect.*

**Opposition takes to the courts**

Two general and factual observations may apply to the rest of the Southern region. The first is that as petitions were filed, usually under the aegis of the National Association for the Advancement of Colored People, organized opposition to racial mixing increased in the Deep South and the mid-South. This movement took the form of economic and political pressure, but a distinguishing feature was that it remained nonviolent and that in many instances it attracted responsible and even top-drawer white leadership.

Second, the May, 1955, decision, which set no time limit, generally slowed the desegregation process and opened the way to prolonged litigation. Put differently, the South last fall was entering a test period of extensive litigation in state and federal courts which would determine the immediate course of desegregation.

Last fall *Southern School News* correspondents counted at least 20 private organizations committed to maintaining segregation and active in one or more of the states of the region save Missouri, Oklahoma, Kentucky and West Virginia.

Mississippi's well-organized Citizens Council movement, with 60,000 members in that state, had spread to Texas, Alabama, South Carolina, Louisiana and Florida.

Georgians were organizing statewide in the States Rights League movement; White America chapters were active in Arkansas; Virginians opposed to desegregation had banded together in the Defenders of States Rights and Individual Liberties; North Carolina reported the formation of Patriots of North Carolina, Inc.; Tennessee's Federation for Constitutional Government was offering legal opposition to desegregation efforts, and the Maryland Petition Committee was opposing school integration in that state.

In several Deep South states, Negroes who signed desegregation petitions experienced economic reprisals, including denial of credit and loss of jobs. Many voluntarily withdrew their names from petitions or were induced to do so by various pressures. In Hoxie, Arkansas, the White America group was instrumental in closing the schools two weeks before the regular cotton-picking recess. Some 25 Negroes were involved in a system of more than 1,000 pupils of both races.

Partly as a consequence of this activity and also because of tactics made possible by constitutional amendment or legislative act, schools in the mid-South remained segregated in largest part and no integration attempts appeared in the Deep South.

The legal armor, which of course must be tested for stress and strain

in the courts, varies in construction. Mississippi has girded itself with a constitutional amendment simply authorizing the closing of public schools if desegregation threatens. Georgia has adopted a private school amendment and made it a felony to pay state funds for the support of mixed schools. South Carolina has repealed the free public school article in its constitution and provided that funds will be cut off for any white school to which a Negro is admitted by court order—and any school *from* which such a student is transferred. Louisiana has ratified a constitutional amendment providing that separate schools may be maintained under the police power. Alabama has adopted a school placement law. Six counties in Virginia have provided for the instant abolition of public schools if suits are lost. North Carolina has a placement law and has been considering a "local option" private school regulation.

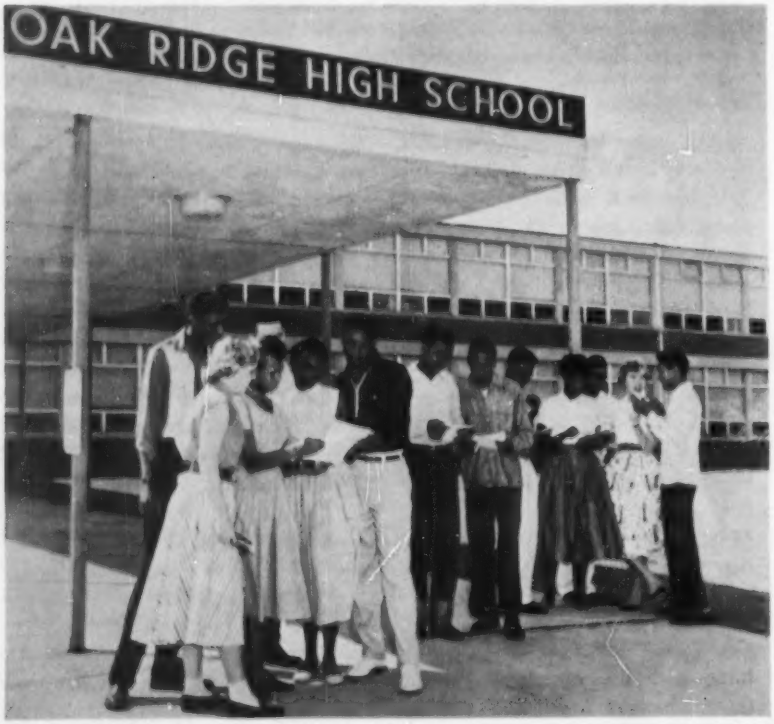
All of these measures doubtless will be exposed to litigation. Meanwhile in the fall, courts in at least three states—Tennessee, Texas and Florida—held state segregation laws unconstitutional and gave encouragement to integration either at the collegiate or the public school level.

In Texas, which had at least 65 desegregated districts (out of some 1,350), the State Supreme Court ruled in October that constitutional requirements for segregation were invalid in the light of the Supreme Court's decisions. Texas meanwhile had proceeded to desegregate its university at the undergraduate level —in 1955 at the El Paso branch and this year at the main university in Austin.



*A Claymont, Delaware, teacher confers with two of his students. A northern Delaware town, it had ended segregation in 1951 when a state court ruled that facilities for Negroes were "not equal."*

Wide World photos




*Integrated classes began last fall in Oak Ridge, Tennessee, as the result of an AEC order to desegregate the high schools in the federal atomic community.*

In the same month, a Federal court in West Virginia directed Greenbrier County, scene of school disturbances in 1954, to desegregate its schools again. The local board announced compliance, effective in January, 1956.

**South split by Court's new doctrine**

Thus the South entered into the new school year, no longer "solid" but, rather, fragmented. Many forces were at work to induce it to change or to require it to retain the ancient pattern once confirmed by the same Court which had established the "separate but equal" doctrine 60 years ago.

One force at work, aside from the pressure of religious and labor groups, was the increasing urbanization of the region. Generally speaking, the larger cities (which, paradoxically, have grown in Negro population) were finding it easier to comply with the Court's decrees.

For another thing, the region was fairly bursting with new economic activity in which Northern capital played no small part. It was said

that new industrial plants were built at the rate of $1 million in capital investment per day: the payroll of a Georgia aircraft factory, for example, now overmatches Georgia's cash income from its cotton crop.

Still another force is the apparent out-migration of the Negro himself. Between 1940 and 1950 the Negro population of the South had increased only 1.5 percent. In the same period the Negro population of the rest of the country increased 56 percent. There was reason to believe that in the first half-decade of the second half of the century this pace had been accelerated.

The situation confronts educators and laymen with many complex problems.

**Fate of Negro teacher**

What of the fate of the Negro teacher? As schools opened in Oklahoma, some 165 Negro teachers had been discharged. Conversely, Baltimore this year was employing more Negro teachers in integrated schools than ever before.

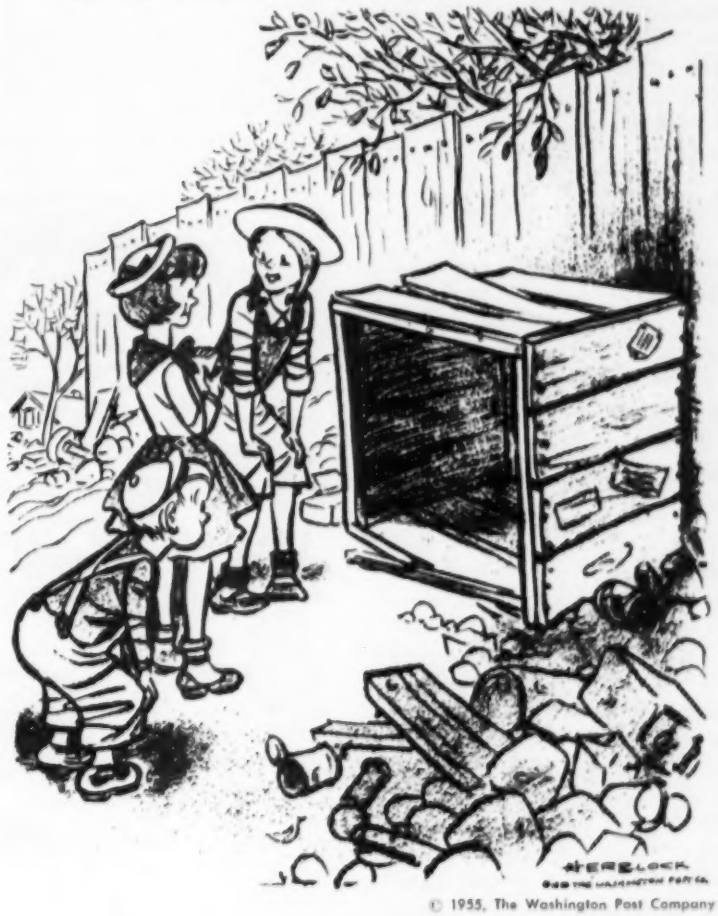
What of scholastic attainment? Mixing of Negro and white pupils brought down the general level of achievement in some areas, notably Washington, D. C. Some educators said they were discovering that "separate" schools had not been "equal" at all. In various parts of the South there were suggestions that under integration the schools might have to forsake one of their progressive objectives and group children according to achievement tests.

**Integrated or private schools?**

In some parts of the South there is no clear answer to whether public education will survive if the question narrows to the alternative: "Integration or private schools?" To say that there is no apparent legal defense of the private school alternative is not to answer the whole question.

Perhaps it could be said that the issues, when joined, will consign much of the South to the courtroom rather than to the classroom. Which, of course, is where it all began five years ago.

**"It's Too Small To Play House. Let's Play School"**




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# The Ubiquitous Problem of Money

by ARVID J. BURKE

THE HIGH LEVEL of employment and production should have raised the standard of American education in 1955. Instead, it made further serious inroads on the quality of the schools. At the very time that public school enrollments are rising at the rate of over a million a year, industry is outbidding the public schools for talent. Women college graduates are attracted by job opportunities in business. Men with the preparation and qualifications required for teaching are sought by the new and expanded industries.

More money is needed to increase the pool of qualified personnel from which the schools can recruit competent staffs and to secure adequate supplies of materials essential to effective use of staff. Facilities are required to accommodate more pupils and to meet reasonable standards of safety, sanitation and educational usefulness of plant. Although material costs have leveled off during the past year labor costs have continued to

A writer and consultant on the problems of school finance, Dr. Burke is Director of Studies for the New York State Teachers Association.

go up, and the cost of obtaining enough qualified personnel for the educational process is great.

The money outlay for public schools during 1955, exclusive of borrowed funds, exceeded $8 billion—over $3 billion of state aid, about $5 billion of local support, and close to $200 million of federal aid. The outlay has nearly tripled in the past decade. State aid has tripled in amount. Federal aid has increased nearly five times but it still represents a very small part of total revenues (about 2.5 percent). Local support was least responsive, but it almost tripled in amount.

**Millions for pupils**

Public school expenditures are increasing at the rate of about $500 million a year. Over $300 million of this increase is due to adding more than a million pupils annually. The remainder is due to rising labor costs and debt service, and the serious shortage of qualified personnel which has resulted in higher beginning salaries and higher salary schedules. The increase has not been sufficient even to arrest the deterioration of quality. The number of teachers with qualifications below prewar standards rose again in 1955. The number of pupils per staff member increased somewhat.

There are no guides to indicate how much costs would have to be increased to restore the prewar quality of public education. Budgets simply will have to be increased until sufficient qualified personnel and materials are marshalled to do the job. Probably the very least that might bring about a change for the better would be $2 billion additional.

A $10 billion outlay for public education in 1955 would have represented about 3 percent of personal income instead of the 2.6 percent actually spent. The 3 percent would have represented no greater sacrifice than was being made before the war. It is less than the percent devoted to public education during the decade 1930 to 1940. With productivity increasing at the rate of 3 percent per year, the economy could have afforded to put more into public education in 1955 than it could have in 1930, 1940, or 1950.

**Sour Note In The Horn Of Plenty**




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One of the major developments in 1955 was the release of the report of the National Citizens Commission For The Public Schools entitled *Financing Public Education in the Decade Ahead*. This clear, forceful little document shows that the economy has the ability to finance the kind of schools we need and want. What we need is a policy as to how the money is to be raised. This policy cannot ignore the potentialities of all levels of government. We need a federal policy, but there is no state which could not improve its financing of schools on both the state and the local level.

Slow progress was made in 1955 in strengthening the taxing potential of local school units through enlarging boundaries. No state made rapid progress in district reorganization, but Illinois, Kansas, Michigan, Minnesota, Missouri, Nebraska, New York and Wisconsin accounted for most of the reduction in the number of local school units which occurred during the year.

Some headway was achieved in increasing the taxing and borrowing powers of school districts. Revision of state equalization rates in New York increased the full valuation of real property from about $35 billion to over $53 billion. Since tax limits and debt limits in the state now are based upon full valuation rather than local assessed valuation, the taxing and borrowing power of localities was greatly increased. Wisconsin amended its laws to base tax limits upon full valuation rather than assessed valuation. Most states were engaged in equalization of local property assessments, with significant steps being taken during the year in Arkansas,

Idaho, Kansas, Montana, Nebraska, Nevada, New Mexico, Oregon, South Carolina, South Dakota and Washington. West Virginia tied its state aid program to improvement of county property assessments. At least six states (Idaho, Louisiana, Minnesota, Oklahoma, Texas and Wyoming) liberalized their tax or debt limitations in 1955.

State equalization programs were improved in a number of states during 1955. Kentucky was added to the list of states which have such a program. Missouri succeeded in revising its long outmoded program. Ohio improved its program. Rhode Island forged into first place in regard to adequacy of program when it adopted a level of $300 a pupil—as compared with $233 a pupil in New York and $232 in California.

**California leads with state aid**

California led the states in the size of its state appropriation for public schools—nearly $400 million for 1955. New York is now in second place with about $325 million. Substantial increases in state aid for schools were made in Arizona, Florida, Idaho, Illinois, Kentucky, Louisiana, Minnesota, Mississippi, Nevada, New Jersey, New York, North Carolina, Pennsylvania and Texas. However, many of these increases were due to greater attendance or factors other than improved finance laws. Michigan, Pennsylvania and Texas now have state appropriations for schools exceeding $200 million a year. Georgia, Louisiana, North Carolina, Ohio and South Carolina are in the $100 million-or-more column.

Although the percent of total revenues from state sources generally has decreased during the past five years, certain states have shown an upward trend, such as California, Georgia, Michigan, Mississippi, Nevada, New Jersey, New Mexico, South Carolina and Tennessee.

State interest in school construction finance was evident in 1955. Alabama submitted to the voters a $110 million state bond issue for school construction and California voted on a $100 million bond issue. Michigan adopted legislation to put into effect a $100 million state bond issue for hard-pressed school districts. New Hampshire appropriated $350 thousand for aiding school construction. Ohio submitted to the voters a $150 million state bond issue for aiding weak districts. Washington authorized a $30 million state bond issue for school construction.

**Restricted by low assessments**

The property taxing potential of local government is seriously restricted in almost all states by poor assessment practices and limits upon taxing and borrowing based upon unrealistically low assessed valuations. Moreover, the limits themselves are too low even for full valuation assessments in most states. Every state could improve its assessment practices and all but a few need to further modernize state restrictions on local taxing and borrowing powers.

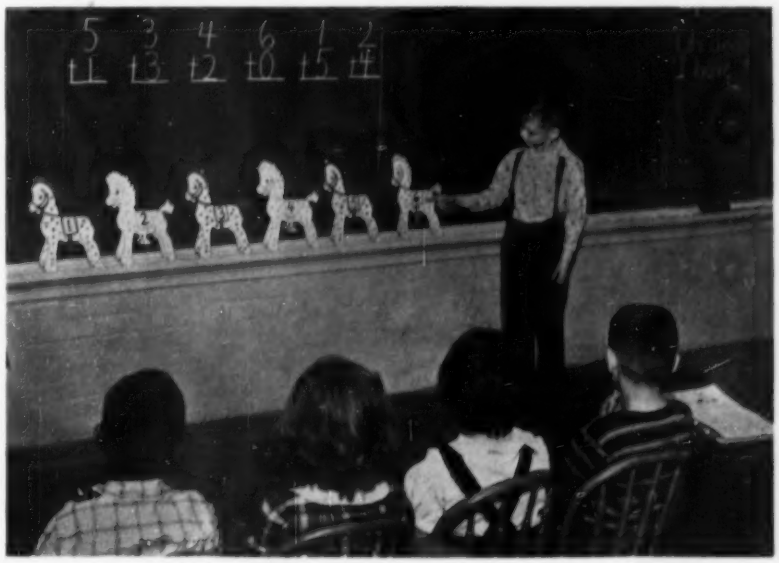
Local school units, except in Pennsylvania, still are not generally developing local nonproperty tax sources of revenue. This new source of revenues has potentials which local school units no longer can afford to ignore.

State equalization programs are not as good as they should be, even in terms of the amounts of state aid now being distributed. No states, with the possible exceptions of Delaware and Rhode Island, guarantee poor localities an educational program even approaching minimum adequacy. Equalization is still largely an ideal yet to be achieved.

**Capital outlay unequal**

Most states still are not including the financing of school facilities in their equalization programs. Most of the states which have programs of state participation in the financing of capital outlays are inadequate in amount and crudely conceived. A great deal remains to be accomplished in this area of finance.

Again in 1955 the nation failed to adopt a well-considered federal policy relative to participation in school support. The existing pattern of emergency measures, expedients and response to special pressures continued. It may be fortunate, however, that federal subsidies for state school building authorities was rejected. This type of federal assistance might have caused states to adopt the authority device instead of solving their basic problems, which include too many weak local units, archaic tax and debt limits, inadequate state equalization programs, and failure to include capital outlays in such programs. Federal policy in school finance is one of the major unresolved school finance issues in 1955.



*An Erie, Pennsylvania, pupil "talks" numbers to his classmates. Their state now has over a $200 million-a-year state appropriation for schools.*



Dade County Schools, Florida

*This young Miami high school teacher enters the profession at a time when the proportion of college students to the total student body is small—one of the major causes of the current teacher shortage.*

# The Supply and Quality of Teachers

by W. EARL ARMSTRONG

EVENTUALLY, THE TEACHER supply depression will end. If the forces now at work continue with undiminished vitality, the teacher depression should begin to ease off by 1965.

The present inadequate supply of teachers is no accident. The situation developed from causes that are just as discernible as those which brought on the economic depression of the 1930's. Here are some of the major ones:

1. The demand for manpower in other competing occupations (war production, armed forces and government employment) took many persons who otherwise would have gone into teaching.

2. The ratio of college students to elementary and secondary school pupils got out of balance. The number of children to be served in the schools was greatly out of proportion to the number of persons of college age. If, instead of 8 million, which is the number of college age persons now, there were 11 million, which will be the minimum number ten years from now, the teacher supply problem would be much easier.



A specialist in the field of teacher education, Dr. Armstrong is director of the National Council for Accreditation of Teacher Ed.

3. Teacher education curricula met stiffer competition on college campuses. Increase in the number of occupations requiring college level preparation is accelerating due to the growing complexity of our society. Facilities for teacher education in comparison with those provided for other professions were allowed to run down and curriculum improvement lagged. In the field, conditions among practitioners grew relatively worse when compared with conditions in other professions. Consequently, the proportion of college graduates who went into teaching steadily declined.

4. Certification requirements and, concurrently, teacher education curricula became highly specialized. Regardless of the merits of specialization, it must be recognized that this trend contributed to the teacher shortage. Many who prepared to teach were lost permanently to other occupations because they could not qualify for the teaching positions that were open to them. The corps of teachers, therefore, became much less flexible.

Prior to 1950 educators as well as the lay public thought the teacher depression would soon correct itself. At about that time, however, many persons began to understand that several social forces, not the war effort alone, had contributed to the teacher supply depression. An analysis led to the inevitable conclusion that counter forces would have to be put in motion and sustained over a long period of time. Here are the major ones that make the prospect look good for substantial relief by about 1965.

**Professional gains economically**

In some important respects, the teaching profession is in a more favorable economic position than it was prior to World War II. Figures, in terms of the absolute purchasing power of teachers after tax deductions, indicate that all levels of the profession from elementary school teachers to university presidents have made such gains within the past ten

years. Increases ranged from 6 percent for associate professors in college to 31 percent for elementary teachers in small-town schools.

Data now available indicate that in such occupations as railroad executives, engineers and clerks, automobile, electrical, furniture and tobacco manufacturers and coal miners, the increase in actual purchasing power during the same period ranged from 5 to 25 percent, which is not far different from the increase in teachers' salaries.

It seems reasonable, therefore, to conclude that teaching is making absolute gains economically and is at least holding its own relative to other occupations.

**Reasons for optimism**

There are those who believe it to be impossible to prepare enough teachers within the foreseeable future to staff our schools with fully qualified persons. This pessimistic view seems ill-founded. Although the ratio of elementary and secondary age students to those of college age is adverse at present, college age group (18-21) will start its precipitous rise before 1965. Since this is the age group that will furnish the supply of new teachers, the ratio should return to normal at about that time. This belief is supported by data presented by the American Association of Collegiate Registrars and Admission Officers.

At present there are 8 million college age persons; by 1960 there will be 9 million and by 1965 more than 11 million. By 1965, then, there will be more than one and one-half times as many college age persons as now from which to draw to meet the teacher supply problem.

The percentage of college age persons who are attending college has been increasing since World War II. Prior to that time 20 percent was generally the estimated proportion of high school graduates who entered college. Now, it is estimated that at least 30 percent of high school graduates are entering college. And the ceiling has not yet been reached.

There are still, however, many intellectually able persons who stop at high school graduation. Many would continue if they had the money. If our economy continues to improve and there is no large scale war, the money for most who wish to go to college will probably be found through private or public means. By 1965, then, there should be about 3,920,000 undergraduates in college. This estimate is based on the belief that by then approximately 35 percent of our college age population will be in college. Such an increase will add greatly to our teacher supply *if* teaching gets its share. Whether it will or not depends largely upon the facilities and the program which are available for teacher education.

The facilities in higher education institutions where most teachers are prepared have improved more within the past decade than have the facilities for higher education generally. The facilities in teachers colleges, where only about 25 percent of our teachers are actually prepared, have also improved greatly. Facilities have been improved for child study, student observation and participation and student teaching.

**Thirty-one states and territories now require a minimum of a Bachelor's degree for the certification of elementary and secondary school teachers. Ten years ago only 15 states required this degree.**

New Jersey serves as an excellent illustration of the improvements in facilities that have been made by teachers colleges. That state recently voted a bond issue of $15 million for use in improving the facilities of these institutions. Several other states have long-term programs that will bring equal or better results.

Several universities including Oklahoma, Nebraska, Minnesota, Delaware and Wyoming have expanded and improved the quality of their facilities for teacher education. But the type of institution in which improvement of facilities is perhaps most noticeable is the state general college. California, Michigan, Oklahoma and Missouri have led in this movement. As the change from teachers college to general college is made, there is almost invariably a marked improvement in facilities. Some of this relates specifically to the professional aspects of teacher education, and most of the rest of it strengthens the subject matter divisions that contribute to the overall education of teachers.

Several strong institutions have introduced curricula for the preparation of teachers for additional types of positions. Yale, Harvard and Connecticut Wesleyan have only recently started to offer pre-service preparation for teachers. The University of Oregon, Oregon State College and the University of Maryland are increasing the positions for which they prepare teachers.

**Compete for able persons**

In the present and foreseeable future period of manpower shortage, the teaching profession will be faced with strong competition from other professions and skilled occupations for able persons. Strong facilities will doubtless be a factor in determining whether or not many able students will enroll for teacher education. The present indications are that the teaching profession will fare better in the future than in the past.

The emerging curriculum for teacher education answers objections which have been voiced by many able students. In the first place, it provides a sound general education with some subject matter concentration at the undergraduate level for everyone. With the professional courses made more functional, the student is assured that when he begins to teach he will be a fairly well educated person as well as professionally competent to teach. In the second place, it has many common elements for both elementary and secondary school teachers so that the student does not have to choose between the two levels until late in his four-year program. Most of the specialization for elementary and for secondary school teachers comes in the fifth year after the student has had some teaching experience. A curriculum with these characteristics

will make it possible for teacher education to compete with other professional programs for the better college students.

**Raise certification standards**

As one means of contributing to the supply of teachers, the standards for admission to the profession are being raised. The raising of standards is taking three forms: certification, admission to teacher education curricula and admission to state education associations.

In 1946, only 15 states required a bachelor's degree for the standard elementary certificate. That number increased to 31 in 1955. Almost invariably those states that have raised their requirements to a degree have improved their supply of new elementary school teachers. High certification standards increase the source of supply to include the liberal arts colleges as well as the teachers colleges.

If students have to meet high standards for admission, they tend to develop a firmer psychological commitment to the profession. As a result, students who graduate from high admission programs have a greater tendency actually to become teachers than do students whose admission is practically automatic.

Membership in professional organizations is coming to be recognized as a symbol of professional status. To be able to say that the professionals can belong, the nonprofessionals cannot, will appeal to able persons who are willing to pay for distinction. As the various states move in this direction, it should be possible for the NEA to establish professional standards for membership.

The teaching profession stands to benefit relatively by the Reserve Forces Act of 1955. The provision requiring 30 days of training a year will interfere less with the career of a person who prepares to be a teacher than with the careers of those who prepare for most other professions. Teachers can be free for a full month each summer to engage in military training.

The optimism regarding the possibility of emerging from the teacher supply depression by 1965 is not based on any one factor. As has been pointed out, several positive forces have been moving in this direction for some time. If any of them should falter, the teacher supply depression would be prolonged.

**Increase and improve supply**

The two developments which are likely to contribute most to the ending of the teacher supply depression are the increase in the number of persons attending college and the improvement of the relative economic position of the teacher. Improved facilities for teacher education, more challenging curricula for teacher education, higher standards for certification and for admission to teacher education curricula and professional organizations and advantages of the Reserve Forces Act will provide the cushion to absorb any possible miscalculations of the major forces.

With the lay public and the profession working together in the general public interest, there seems good reason to believe that the teacher supply depression can be ended by 1965 without any sacrifice of quality.

# *Reorganization Of School Districts*

by HOWARD A. DAWSON
and WILLIAM J. ELLENA

FEW EDUCATIONAL RESPONSIBILITIES have greater far-reaching importance to the people of a state than the establishment of a sound local district structure for administering the schools. Keeping that structure adapted to changing conditions in our society by reorganization of small ineffective districts into larger administrative units more capable of providing needed educational services has for many years been a persistent problem in American education. It is also one in which much progress has been made, especially during the past seven years when the total number of local school districts in the nation has been reduced by more than 40 percent.



Dr. Dawson is executive secretary of the Department of Rural Education and director of Rural Services, NEA.



Professional assistant in the NEA Department of Rural Education, Mr. Ellena was assistant on organization for the W. H. Conf.

**Legislation mandates changes**

School district reorganization takes a variety of forms. In years past the most spectacular changes have been the result of compulsory legislation, as in the case of the establishment of the county unit in West Virginia in 1933, the approval in 1948 of an initiated act in Arkansas by vote of the people to abolish all districts having fewer than 350 pupils, the semi-compulsory legislation of Idaho in




1948, and the recent establishment of the county unit in Nevada by act of the Legislature.

Other types of reorganization have been classified as "comprehensive" and "partial." The comprehensive type includes reorganization on a comparatively large scale, usually intended to establish a new district to accommodate a relatively complete program of elementary and secondary education. The partial type brings the dissolution of small districts and their annexation to others of a larger type. The first type is usually the result of planning with the aid of a state department of education, and the second the result of expediency and immediate pressure of circumstances.

During the decade 1945 to 1955 a total of 17,774 reorganizations have been reported for 44 states, of which 4,165 were of the comprehensive type and 13,609 of the partial type. During the year 1954-55 at least 2,000 reorganizations were proposed, 425 of the comprehensive type and 1,575 of the partial type. More than 88 percent were made effective.

**Continuous district reduction**

The number of school districts in the United States steadily increased up to some time between 1920-30. Since 1932, as a result of reorganization, the number of school districts has undergone a continuous reduction—from 127,530 in 1932, to 100,946 in 1948, to 59,270 in 1955. This is a reduction of more than half since 1932. The rate of decrease during the seven-year period, 1948-55, was nearly 6,000 districts per year. The next decade may well witness a further reduction of 50 percent or more of the number of districts existing in 1950.

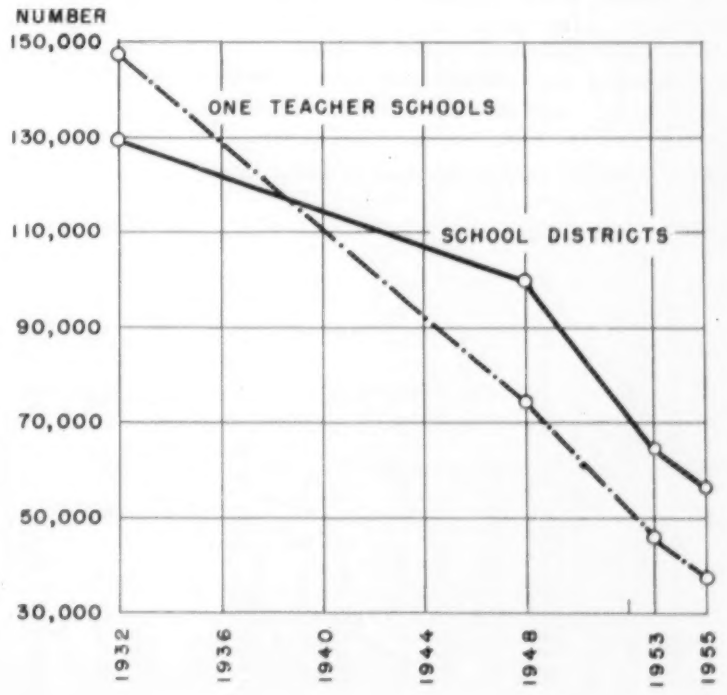
The number of school districts is really less than it seems. In 1955 only 51,596 school districts actually operated schools. There were 7,674 (or about one out of every eight) legally constituted districts that did not operate a school. These districts either did not have any pupils or sent their pupils to school in another district, usually on some contractual or tuitional basis. Approximately 81 percent of these non-operating districts are located in seven states: Nebraska, Minnesota, South Dakota, Missouri, Michigan, Illinois and New York.

These non-operating districts are remnants of an obsolete system of school organization. Some are retained as tax islands to keep down or avoid the payment of local school taxes. Others represent the last attempt of people to hold on to the local school to which a loyalty out of a long past is attached. But gradually such districts are on the way out. Last year there were 9,457 fewer than in 1947 and 4,217 fewer than in 1953. Some states, notably Wisconsin, Illinois, Kansas and Michigan have enacted legislation for abolishing non-operating districts within a specified time period. In fact, 22 states now have legislation to compel the closing of small schools. The definition of smallness varies from state to state and the effectiveness of the statutes is by no means uniform.

**States advance reorganization**

In some states the extent of reorganization has been considerable. In the state of Illinois, for example, the number of school districts was reduced from nearly 12,000 in 1947 to 2,349 at the present time. In Mississippi, the number of school districts has been reduced by 77 percent in seven years. Minnesota, under a statute with excellent provisions for planning by local citizens and offi-

Reduction Since 1932 in Number of School Districts and One-Teacher Schools



cials of the State Department of Education, but with extremely vulnerable provisions for enabling a majority of popular votes from becoming effective, has made steady advancement with nearly a 20 percent reduction in the number of school districts since 1953.

### Greatest lag in eight midwestern states

Eight states—Nebraska, Wisconsin, Minnesota, Michigan, Iowa, Missouri, Kansas and South Dakota—have 57 percent of the school districts in the nation. These same eight states have 76 percent of all the school districts that no longer operate schools. They have 22,882, or 65 percent, of the school districts that operate only elementary schools (districts which are not designed to provide at least the twelve years of schooling which are commonly accepted as desirable). They also have 21,566, or 55 percent, of the nation's 39,061 one-teacher schools. While the nation as a whole has experienced a 41.3 percent reduction in the number of school districts in the last seven years, the reduction in these eight states ranges from 1 percent in South Dakota to 55 percent in Missouri. Missouri has an excellent reorganization statute; South Dakota has none.

In spite of the considerable reorganization, most school districts continue to be relatively small. Last year about 63 percent of all operating districts employed nine or fewer teachers. Relatively large districts continue to be the exception. In 1955 only 11 percent of all operating school districts employed 40 or more teachers. If it could be assumed that the ratio of pupils to teachers was 30 to 1, probably a high estimate, approximately only one out of each 10 school districts in the United States had as many as 40 teachers and 1,200 pupils in 1955.

### One-teacher schools disappear as county units increase

The number of one-teacher schools is also of persistent concern. In 1948 there were 75,000 one-teacher schools in operation. By July, 1955, there were only 39,061 one-teacher schools. They have disappeared most rapidly in the least rural states and in the states with larger school districts. Within the next decade this number will probably be reduced to not more than 25,000.

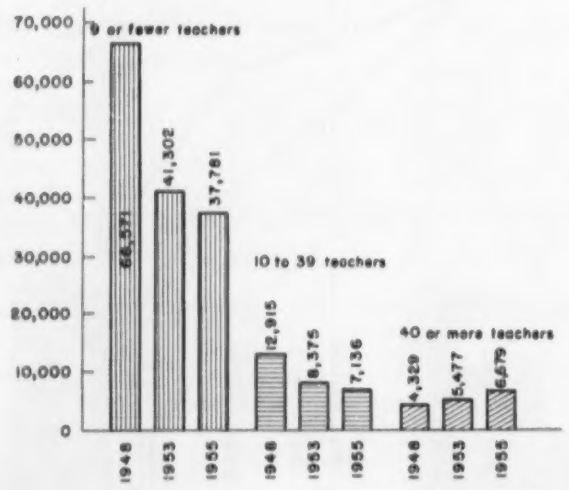
The experience in reorganizing districts reveals certain trends: the development of larger school districts, the tendency for the boundaries of these districts to conform to the natural boundaries of a sociological community, and the combining of suburban areas with the urban areas while at the same time decentralizing the larger urban centers. There also is some probability that there may be a trend from permissive to mandatory legislation.

An important aspect of school district reorganization is the increase in the number of county unit districts. County units are of the following types: complete, where the entire county is a single district; partial, where the county is a single district except for one or more independent districts, usually cities; and county districts for high school purposes only. There are 3,070 counties in the United States. In 1955 there were 1,138 county unit school districts, of which 666 were of the complete type and 472 of the partial type. Of all the county units, 1,020 operated both elementary and high schools, 106 operated only high schools, and 12 operated only elementary schools. Between 1948 and 1955 the number of county unit districts increased from 959 to 1,138—an increase of 17.6 percent.

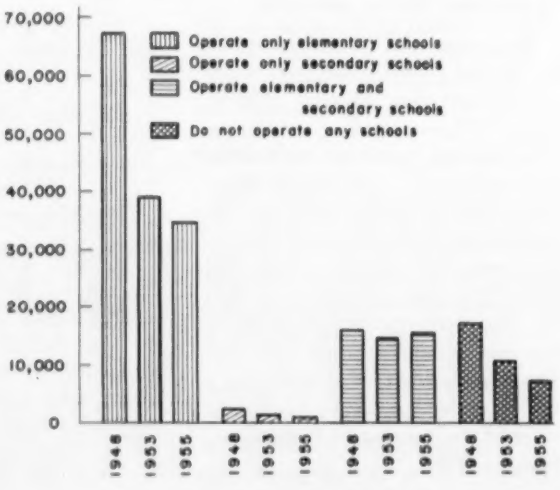
### Intermediate units act as liaison districts

Another important aspect of school district reorganization is the intermediate unit, so called because it functions between the basic school districts and the state department of education. The need for the intermediate unit arises from the fact that a great majority of school districts, especially of the community

Trend in Number of Teachers Employed by School Districts




Trend in Types of Schools Operated by School Districts



type, are not large enough to afford all the services needed. Data already presented make quite clear the inadequacy of at least 90 percent of the existing school districts. They are small and most of them will continue to be small even with the fullest predictable reorganization. Under these conditions it becomes necessary to develop plans for strengthening and expanding intermediate service units.

Small school districts have many deficiencies: they cost too much per pupil; they have too narrow a curriculum offering; they have great difficulty in getting and keeping good teachers; because of small enrollments per teacher they are wasting manpower in this day of teacher shortages; they make it practically impossible to plan or to pay for needed school building facilities; and they result in gross extravagance in planning and paying for pupil transportation.

Whether school district reorganization in each state is to achieve its full potential depends upon the basic reorganization procedure, the recognition and desire of people for better schools, and especially the kind of educational leadership provided in our local communities, at the county or intermediate level and in our state departments of education.

# Schoolhouse Construction

by WILLIAM R. FLESHER

NO YEAR IN THE HISTORY of mankind has seen as many conferences, articles, speeches and other efforts focused on school buildings as did 1955. Certainly during the past year the problem of needed classrooms was well illuminated.

Much of the interest in school buildings was induced by the President's Committee for the White House Conference on Education and its activities in encouraging the holding of state and regional conferences as preparatory steps for the Washington meeting. The question "What are our school building needs?" was one of the six topics suggested by the Committee for consideration at conferences.

Throwing its resources and interests behind the work of Neil McElroy's Committee, the National Citizens Commission for Public Schools had a large share in awakening the public to the question of needed classrooms. The NCCPS encouraged the holding of community conferences and through its publication, *Better Schools*, provided information regarding the problems of classroom shortages as well as other educational problems.



Head of Administration and Finance at Ohio State's College of Education, Dr. Flesher was a consultant to the W.H. Conf. Comm.

The problem of school buildings in 1955 was being studied also in university classes throughout the country, in state and local conferences which were parts of institutes and workshops, by citizens' committees and survey groups.

**Proposed bills focus problems**

The various proposals that were before the Congress regarding schoolhousing also brought attention to the problem. Although none of the proposed federal legislation was enacted, the discussion of the various measures and the hearings held placed before the American people, as well as before the nation's legislators, some of the more serious aspects of the school building problem.

The year 1955 was characterized also by an increasing degree of cooperation between architects and educators. Meetings held in New York, Ohio, Texas, California and other states brought together members of both professions for a consideration of a common problem. There was evidence also of the desire of other specialized groups to join with school leaders in attempting to find better solutions to the problems of schoolhousing. For example, the American Standards Association worked with members of the National Council on Schoolhouse Construction in attempting to develop recommended practice for the measurement of school buildings to determine square footage and cubage in order that unit costs arrived at through the use of these measures may be more comparable.

Another illustration of cooperative effort is the joint committee working on the problem of school lighting. This committee included members of the National Council on Schoolhouse Construction, the Illuminating Engineering Society and the American Institute of Architects. Still another example is represented by the expressed desire of the American Society of Heating and Air-Conditioning Engineers to direct some of its research along lines that would be helpful to the National Council on Schoolhouse Construction.

**Best plant designs publicized**

The continuing efforts of the American Association of School Administrators and THE SCHOOL EXECUTIVE to bring to the educators at their national meetings examples of some of the best design in the schoolplant field for their study are addi-



Photos courtesy Grand Island, Neb., public schools; McNett, Stanage and Co., architects

tional means of providing assistance in meeting a national need — not merely in getting additional classrooms but in getting the most functional building at the greatest economy in terms of value received for each dollar spent. Here again, educators and architects work together in appraising exhibits. An examination of the programs of the three regional meetings of the AASA for 1955 reveals that the question of school buildings was given ample airing at each by educators and architects. Manufacturers contributed to progress in the field through their exhibits of materials, equipment and supplies at the AASA meetings.

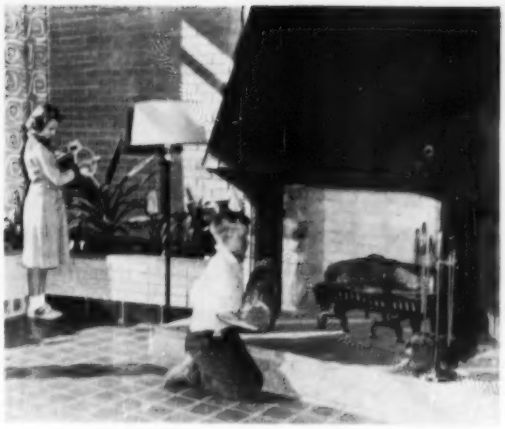
The year 1955 was marked also by a number of publications from various professional groups and individuals in the fields of architecture and education. These groups made efforts to share their "know-how" more widely through the educational and architectural magazines with respect to their development and presentation of materials dealing directly with school buildings.

**Pupils crowd high schools**

The increased number of pupils is beginning to crowd the secondary schools, and greater attention is being given to the planning and construction of high school buildings. Even colleges and university administrators began to listen to forecasts regarding the expected enrollment deluge at the higher-education level. Thus far no national organization has assumed leadership in considering the college and university school plant problem. The National Council on Schoolhouse Construction at its 1955 meeting in New Orleans bestirred itself rather vigorously in considering its own responsibility for this aspect of the general school plant field.

A trend in the method of attacking the school plant problem at the local level is the increasing use of the self-study approach by various communi-





*Dedication programs for 3 new Grand Island, Neb., schools (elementary, l & r, secondary, above) describe how "all helped to plan" them — parents, citizens, teachers, school officials, students and architect.*

ties. The complete dependence on the outside survey staff of "experts" is diminishing.* The local citizenry is increasingly assuming the task of working with the board of education and the school administration in planning for school buildings. They continue to check their findings and recommendations with the outside person or persons who generally can bring to the problem a more objective and often more sophisticated point of view. This trend is important also in that the school is seen more as a part *of* the community rather than apart *from* the community.

Increasingly, too, teachers, custodians and pupils are being brought into the actual planning of a building. The problem of planning involves a consideration of such factors as district organization, the location of population, the relationship of one attendance center to others and a look at all the aspects that go into making a long-range school plant plan for the school system.

**Educator, architect plan spaces**

After the overall planning has been done, there comes the problem of planning each particular school center. It is at this spot that the problem becomes more directly one for the professional educator and the architect.

Building design, however, is strictly the province of the architect and his professional helpers. They can, however, be aided a great deal if the school administration and the various staffs will provide them with what is often called "a program of requirements" or "educational specifications" — the educational planning which gives the architect some idea of the kind of activities that are to be carried on in the various building spaces and the interrelationships of these spaces to one another as parts of a total school environment.

**Depart from stereotype**

Another hopeful activity that is increasingly apparent is the willingness of architects and educators to consider deviations from the stereotyped patterns of schoolhouse construction. In many places one is beginning to find examples of school buildings that "look" different and in reality are different. In many cases these departures are an attempt to make the school building a better instructional aid. In some the changes are reflections of the attempt to fit the structure to the school site in the most adequate manner. In other instances the difference represents an effort to get more instructional space for the money spent.

**Evaluate building functions**

There continued to be need for local programs of orienting teachers and pupils to the use of their new building so that they might better understand its functions and integrate it into the total learning environment. There continued also a definite need for carefully planned evaluations of the new buildings after they had been in use. Such appraisals should involve not only the school administration but also the teachers, the pupils, the custodians and the citizens. It is only through this kind of systematic evaluation that both educators and architects can know what has been done well and, of equal importance, what has not functioned as was intended.

*For more on the role of the school building consultant, see page 99.

# FACTS IN '55

## *these were the facts affecting schools . . .*

- The population of America was 165 million.
- The total labor force, excluding armed services, was 65½ million; of this number 30% were women.
- 31,492,000 Americans changed residence during the year.
- 4¼ million babies were born—the highest total in the country's history.

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- Membership in the National Congress of Parents and Teachers was 9,409,282, of which one-third were men, and represented 61% of the nation's families.
- During American Education Week, 20 million people visited the schools.
- More than 10,000 citizens' committees were working on school problems.
- 349 articles on education appeared in lay magazines during the first nine months of the year.

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- America's gross national product for the year ending in June was $384.8 billion.
- 74.1% of all taxes were collected by the Federal Government; 13.2% were state taxes; 12.7% were local taxes.
- The average weekly earnings of workers in manufacturing during the month of September was $77.90.
- The average annual salary for classroom teachers in America's public schools was $3,816.
- Only 22.3% of the teachers received $4,500 or more; 48.5% were paid less than $3,500.

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- 8.9 million pupils were transported to schools in 147,425 vehicles, at a cost of $308.7 million.
- Accidents involved 4,454 school buses in 37 states.
- 41 states had special requirements other than a chauffeur's license for school bus drivers.
- The National Education Association enrolled 612,716 members. The American Federation of Teachers enrolled 46,583 members.
- Membership in the National Association of Secondary School Principals was 14,528. Membership in the National Elementary School Principals Association was 13,480. Membership in the American Association of School Administrators (in the U. S.) was 9,997.

## *these were the facts about schools . . .*

- Public and private schools and colleges in America enrolled 39,772,000 regular students in the month of September: 29,038,000 in elementary (K-8); 7,680,000 in secondary; and 3,054,000 in higher education.
- Enrollment increase over the previous year in public elementary and secondary schools alone was 1,048,172.
- 2,875,000 children between the ages of 5 and 17 were not enrolled in any school.
- Public schools enrolled 86.8% of the children in all elementary schools, and 88.7% of the children in all secondary schools.
- Students graduating from public and private high schools numbered 1,339,300.
- Of high school graduates from the top fourth in mental ability, only 2 out of 5 went to college.
- Adults in organized education programs numbered 35 million; 3½ million persons participated in public school-sponsored adult education programs.

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- Revenues for public elementary and secondary schools in 1954-55 totalled $8.37 billion, or 2.2% of the gross national product. Of this amount, $5 billion (59.7%) came from local sources; $3.17 billion (37.9%) came from state sources; $1.98 million (2.4%) came from federal sources.
- Expenditures per public school pupil increased by $11 over the previous year.
- Instructional costs of non-public elementary and secondary school pupils, calculated at prevailing rates in public schools, amounted to $1¼ billion.

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- 1,139,000 full-time and part-time teachers were employed in public elementary and secondary schools. Available substitute teachers totalled 160,000.
- The number of school superintendents was 15,120.
- 83,300 teachers left the profession during the year.
- 86,696 persons were graduated with standard preparation for teaching, but only 56,800 actually entered teaching.

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- There were 51,596 operating school districts.
- Public school board members numbered 233,849.
- 37,781 school districts (63.7%) employed fewer than 10 teachers each.
- There were 39,061 one-teacher districts still in operation.
- 700,000 public school children were on part-time sessions.

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- 9,147 new public and private school and college structures were completed in 1954, at a cost of $2.85 billion.
- Of the new public schools, 82% were single-story structures.
- 60,005 new public school classrooms were scheduled for completion in 1954-55.
- The current accumulated deficit of public school classrooms was 300,000.
- Fires damaged 4,000 school buildings during the calendar year 1954.



1955
THE BUSY PROFESSION

# Research in School Administration

by CYRIL G. SARGENT

IN HIS REVIEW of research activities a year ago, William E. Arnold expressed the hope that some way be found to collect current and significant research studies in administration and make them more accessible. Two plans have since emerged which should help answer this need.

The National Conference of Professors of Educational Administration, during their annual conference held this summer at the University of Connecticut, crystallized plans for a major publication: *Administrative Behavior for Education*—A Synthesis and Interpretation of Research and Experience Dealing with the Factors Affecting Administrative Behavior and Its Development. Under the leadership of Roald Campbell and Russell Gregg, the contributors were selected and plans were made for publication in 1957.

The second plan for "synthesis and interpretation" is that of the Development Committee of the AASA under a grant from the W. K. Kellogg Foundation. This committee, now reorganized as the Committee for the Advancement of School Administrators with Herold Hunt as chairman and Hollis Moore as executive secretary, will seek to assemble, relate and communicate the significant learnings stemming out of the past five years of activity of the eight regional Centers of the Cooperative Program in Educational Administration.



Dr. Sargent is professor of education and director of the Center for Field Studies at Harvard's Graduate School of Education.

### Personal vs. scientific approach

One of these outcomes concerns the differing values various kinds of research may have. The "research" that superintendents undertake on problems of mutual concern might be dismissed by scholarly researchers as lacking sufficient rigor. Yet what has accrued to these men from the study and analyses of their experience may be of real value. Conversely, a highly systematic and rigorous research project might yield findings which those in the field consider of limited value because they do not pertain to problems which are significant from their perspective; yet these might be important building blocks in the long term program of knowledge development as seen by the researcher. Wisely the CPEA has gone both ways.

One danger in research of this kind is the attempt to rush into print before the data and analyses have been made available for critical examination and study. At times when reading some of the generous claims and what appear to be over-generalizations one thinks of the comment of Richard Sheridan's Mrs. Malaprop: "There's less to this than appears on the surface."

Unless we as a profession guard against oversimplification of research findings and implications we may find ourselves confronted with a growing attitude of skepticism or even of rejection of social research as a relatively unimportant process for the field of administration. The greatest safeguard would appear to lie in the growth of understanding and increasing breadth of resources on the part of the profession itself.

### Methods mature

In this respect the year 1955 finds the field of educational administration rapidly maturing. No longer are we isolated from the research of other fields of administration and from contemporary social science and its empirical methods. But as we have become more sophisticated in research design and theory, some of the earlier high hopes have given way to a more realistic understanding of the intricacies of the concept *administration*, of the problem of what constitutes valid knowledge in the field of human behavior, and of how this knowledge can best be translated into *skill*.

Research in administration has tended to shift its focus from what

might be called the more substantive type of problems—governmental structure, personnel accounting, business management, salary policy and financial support—to concern with human relations, morale, group dynamics, community analysis, power structure, leader behavior, voting behavior, reference groups, public opinion, decision making and the like. Along with the development of research on individual or group behavior—on the administrator or the community—there has been important growth from the purely descriptive reporting of situations to attempts to formulate hypotheses, to develop models and to design "instruments" and research techniques appropriate to more rigorous analytical study. But in this very process some even more difficult questions confronting research into human behavior have had to be grappled with.

**How to extend knowledge?**

Ours is a culture strongly dominated by the applications of the findings of the physical sciences. In thinking about research and research design it therefore is but natural to use both models and methods which have been so successful in the "non-human" world. In the growth of the systematic study of *man* there has quite naturally been the tendency to adapt many of these same models and "tests."

To what extent can we develop research knowledge of the same order as that yielded in the study of the physical world? Almost every situation one can think of for research possibilities in the social field is affected in some way (never fully known or predictable) by the presence of one or more observers. How the behavior of the observed is affected by this observation may not even be known or sensed by the actor himself. The problem then of "valid" knowledge is a central one, for although many situations have large elements of similarity or can be set up to be "similar," each is actually unique and replication in the sense of the physical sciences is not possible.

Quite apart from this basic theoretical problem are those problems of the application of the findings of the study of human behavior in laboratory-controlled situations to the field. It would appear that administration as a professional field has some of the attributes and problems which the field of medicine has also encountered in relating accumulated sources of "knowledge" to a *unique* patient. By a process of continued feedback between the practitioner dealing with a unique person and the laboratory researcher dealing with averages or conformities there results an advance both in research knowledge and methods on the one hand and practicing skill on the other. It is this same "interaction" between the practice of administration and research into administration as a process that may be most productive for the continued development of the field.




Concomitant with the multiplication of research, attempts at theories of administration have also increased. Those grappling with theory have come abruptly up against a fundamental philosophical problem. Is administration and educational administration in particular to be viewed in theory and research design in terms implying "normative behavior" or in a "non-normative" descriptive fashion. The normative approach——that which says administration "ought to"—has a long and distinguished history. From Plato's discussion of the State to Woodrow Wilson's, this has been a major method of the philosopher of government. In our own day, the use of the phrase "democratic administration" similarly connotes a value-oriented statement implying purposes, judgments of what constitutes "good" administrative behavior, and decision affecting research design. In contrast, the non-normative position would seek to view administration in purely descriptive terms of what "is" and would use concepts which can be defined as "being."

We have already interested and involved the social scientist in our field. There appears to be some evidence to suggest that he has been more than temporarily "diverted." It may well be that he will see in schools and school systems one of his most promising and valuable fields for future endeavor, for where else can be found an institution as readily accessible and research "conditioned" for his future study? As a profession we stand to gain by this continued association.

The relatively recent time in which we have come on the administration scene may also provide us with some opportunity to give impetus to the study of those factors which are common to administration as a general function of all human organizations, whether business, educational, hospital or "public." The past year has seen some exploration in this direction. Is it too much to hope that education may play an active role in searching out these commonalities so that perhaps the university of the future will have a professional School of Administration with the various special fields of endeavor supplying their own appropriate technical content? If such a hope should ever be realized it would most surely have to be built upon administrative study and research of a high order.



*Superintendent Clarence Hines of Eugene, Ore., and his supervisory staff study community needs—one of the educator's roles which the professors examined.*

# The Activity of Administration Professors

by ROBERT S. FISK

THE MEETING IN AUGUST of the National Conference of Professors of Educational Administration —now in its ninth year of organization—was typical of the high purpose and serious intent with which the group pursues its objectives. Held this year at the University of Connecticut, the Conference was led by Harold Moore of the University of Denver.

The character of the professors' concerns was perhaps best indicated by William Arnold of the University of Pennsylvania, one of the charter members and an early chairman of the group, who observed that the focus has shifted from administrators, especially chief school administrators, to the process of administration. In earlier years the professors talked much of specific techniques which the superintendents *should* pursue and personality characteristics they *should* demonstrate. While the Conference is interested in the examination of valid techniques and of the characteristics of the able administrator, it is devoting more consideration of the gamut of the administrative process, recognizing that this is more and more a team proposition with a group of specialists uniting forces to serve schools and communities. This process is being subjected to careful research that is drawing upon the skills of the various social sciences for sound research procedures.



Dean of the School of Education at the University of Buffalo, Dr. Fisk is active in the NCPEA.

**Exploration of community**

The professors seemed convinced that out of these studies are developing insights and knowledge which will help the school administrator approach his job more objectively and with greater resources available. That their interest along these lines are not fully understood was suggested by Chancellor Furnas, of the University of Buffalo, who stated that people preparing to be leaders in education need to concern themselves more with substance and less with form.

The professors' specific interests ranged widely over a variety of topics, many of them on first examination quite far removed from the job of educational administration as seen today. One area had to do with community study and analysis aimed at discovering the potential of each community and the need for educational services and programs. Out of the group came the conviction that a community which undertakes self-study of its needs and potential typically demonstrates a remarkable conscience for solving its problems.

Such study suggests the need for school administrators to be prepared in community analysis skills including the recognition and identification of the power structure of a particular community. In support of this it was stated that, while the school had tremendous power for transmitting community values, often these values go unrecognized through lack of sensitivity on the part of the professional staff.

**Strengthening state leadership**

The organizational structure for educational administration at the local, state and national levels continues to receive attention. The professors stressed that the structures should be a means to an end and not a limiting factor. They were convinced that there is a great need for strengthening the potential for leadership at the state level by clarifying the function of state government in public education, but cautioned against a curtailment of local powers in this process. Throughout, they stressed the need for a functional approach to organization for appropriate administration of the schools.

Two separate groups within the Conference gave special attention to emerging instructional processes for developing and evaluating administrative behavior and preparing school adminstrators generally. The

professors are ranging far afield from the standard lecture techniques that have characterized graduate instruction in most fields. They give evidence of research and study of group dynamics, role-playing techniques, internships and other field experiences, and individual and group counseling.

There is apparent conviction that future preparation programs will be characterized less by courses related to specific areas of the school and its operation and more by broad and integrated programs in which the process of administration is considered. While opinions vary regarding the optimum length of the preparation program, there is agreement that the full-time internship is an essential experience. There seems agreement also that certification for administration should be in terms of the broader preparation.

**Decision-making role**

One of the areas of the administrative process which has been obtaining greater attention of late is the administrator in his decision-making role. It is here that the professors come hard against the whole matter of communication, an area of increasing research on the part of the social sciences generally.

These matters will be considered in a forthcoming publication of the Conference, tentatively entitled *Administrative Behavior for Education*. This book will look at administration as found in many areas of human endeavor and attempt to generalize from these in such a way as to cast light upon administrative problems in public education. An attempt will be made, too, to view the school administrator in his total setting, recognizing that society plays an increasingly important part in the policies of public education.

**Collaborate with researchers**

Professors of school administration believe they are attacking the substance of the administrative process in education as well as concerning themselves with the format in which this process proceeds. There is an increased tendency to draw on the research and scholarship of sociology, social psychology and the other social sciences, and to collaborate with other scientists in research specifically related to public education. There is less inclination to go overboard on "human relations" as a term and more inclination to particularize as to the nature of sound personnel philosophies and procedures.

On the whole there appears a healthy maturity in the concerns of the professional schools as expressed through the National Conference of Professors of Educational Administration. This interest which this group is taking in assisting administrators in the field and in improving the quality of future administrators should give confidence to the profession as a whole.

# Dissemination of The CPEA Findings

by HOLLIS A. MOORE, JR.

IN MID-1955 the Committee for the Advancement of School Administration was created and given the job of pulling together the findings of five years of CPEA and of communicating them to the public, the profession and the press.

Formation of this Committee was recommended by the executive committee of the AASA and the directors of the eight regional CPEA centers, and is supported financially by the Kellogg Foundation; in effect it is a new arm of the AASA.

The workings of this Committee should provide at least a partial answer to a long-standing need. To those who had plugged for summing up and comparing common findings in the several centers, this Committee seemed to offer an unusual opportunity for describing school administration's present status and growing edge.

The Committee, composed of eighteen members, is built on the structure of the six-year-old Development Committee from which many of the members have been shifted. Superintendent Lawrence G. Derthick of Chattanooga is chairman of the Committee. Representation is continued from the Council of Chief State School Officers and the National Conference of County and Rural Area Superintendents. Added to the Committee are one representative each from the National School Boards Association and the National Conference of Professors of Educational Administration, and representatives from the regional CPEA centers.



Formerly with *The Nation's Schools*, Dr. Moore is executive secretary of the Committee for the Advancement of School Administration.

Other changes were made in 1955 in the mammoth movement loosely labeled "CPEA." For one thing, the label itself was going through a period of change. The term "CPEA" was not applied by the Kellogg Foundation to its new and renewed grants. These grants are all for a period of four years. In the South and Southwest, grants were made to a number of colleges and universities who did not share directly in 1950-55's $3,500,000. These grants would mean that from 1955 to 1959 more people than ever would have a hand in working on matters of school administration.

We could take a broad perspective while setting up the program in 1949 and 1950, but then there was work to be done to provide the content, the answers. Now stirred by the stock-

taking required by terminal reports in several of the centers and the requests for new grants in other colleges, we were backing off again momentarily to look in broad terms at the needs for professional advancement.

In-service education for school administrators had some new dimensions. There were still many places where the superintendent thought of in-service education as something for teachers only; but the superintendent who said in a CPEA gathering in 1952, "If I still have any educational needs as superintendent, I haven't any business being one," was falling into the minority. Planned reading programs, greater attention to the professional literature, and spontaneous cooperative study groups were becoming the rule. Professional associations were rousing themselves from a state of just good fellowship to one of serious responsibility for professional growth.

The approach colleges were taking to their job of getting men and women ready for school administration showed some changes by 1955. The changes were coming slower than some people wanted them to ("we know what's needed; let's get on with it"), but perhaps it seemed like a rapid development to others. There was the case study approach, the survey experience approach, the competency pattern approach, and the individual guidance approach. From this accumulation of experimentation had already come worthwhile changes and extremely challenging suggestions for improving the preparation of tomorrow's school administrators.

One indication of the change was the realization by 1955 that a college program which pulled into the study of school administration people from other special fields of study was no longer news; it was commonplace.

**Define administration**

One problem that was attracting more attention in 1955 was something rather vaguely referred to as "communications." It was a problem accented by CPEA investigations into the present-day job of school administration. It was underlined further by the experiences of the centers themselves as they tried to make and keep contact with the people around them.

The year saw the beginning of something which might turn out to be the most significant of those educational loaves of bread L. D. Haskew talked about in this magazine last January. Thoughtful educators were contemplating the necessity of a "theory of educational administration" to give meaning and order to our research. It was an intriguing development and one which seemed to have within it the seed of real change. Our surface probings into problems of school administration hadn't done much to point out the need for a redefined theory. But as time and progress forced us to dig deeper into the profound nature of educational leadership, we faced the question again and again, "within what consistent theory of educational administration do we operate?" In the years immediately ahead several universities will focus their research in educational administration on this matter.

There were other clear signs of results from the revved up programs of research in school administration of the last few years. Academic research seemed to be getting much closer to the administrator's tasks. 1955 probably saw more professors drive the old Chevy out beyond the limits of the college campus to work jointly with school administrators on their problems than ever before.

**Improve professional preparation**

Issue after issue in our work toward improvement of the profession has demonstrated the need for a strong professional self-discipline. Recognized standards for administrators, an enforceable code of ethics, and a somewhat uncompromising standard of excellence for colleges who prepare administrators—these and other matters of regulation made up the choice points for us as we considered our problem of professional advancement.

These are some of the broad movements which have been stimulated in part by the CPEA. The details, the conflicting issues, the accounts of experiences, data, results, conclusions—these are yet to be pulled together for examination and appraisal by administrators, professors and the public. This is a task for the Committee for the Advancement of School Administration. The committee has been asked, "Is your job that of preparing a single, voluminous report on the CPEA?" The answer is no. Present plans of the committee are to put into use all of the communications means possible. This will likely mean magazine articles, yearbooks, mass media and convention and conference agendas.

The effectiveness of this dissemination will lie with the many members of the profession who have reason to care about this program's results.




*These are the eight regional CPEA centers, established 5 years ago, whose research findings the new Committee will now pull together and disseminate.*

# Reorganization Of the Office of Education

by S. M. BROWNELL

AS CITIZENS GENERALLY during 1955 have turned their attention to the pressing educational problems confronting them, so has the Office of Education been endeavoring to mobilize its forces to provide greater assistance and leadership to the citizens.

During the past year, the Office of Education staff has reorganized its activities around three broad functions, each coordinated by an Assistant Commissioner: Educational Services, Fiscal Administration of Grants and Educational Research.

The Educational Services organization is made up of the divisions of State and Local School Systems, Vocational Education, Higher Education, and International Education, and the branches of Publications Services and Laws and Legislation. Administration of each division or branch is provided by a director. Assistant Commissioner Wayne O. Reed coordinates the programs and is also director of the Division of State and Local School Systems.

The Division of State and Local School Systems works with organizations or educational units in the fields of elementary and secondary education. It provides leadership and assistance by determining problems and related studies needed; serving as resource persons to represent the Office of Education in conferences; providing detailed answers to inquiries, and rendering other services appropriate for the Office of Education.



Dr. Brownell is U.S. Commissioner of Education, in the Department of Health, Education and Welfare.

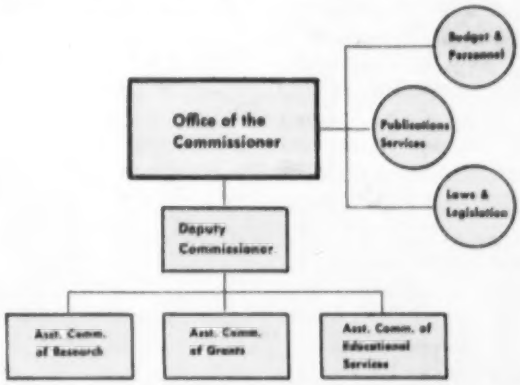
The School Administration Branch, Division of State and Local School Systems, directed by E. Glenn Featherston, works in the field of educational administration, both elementary and secondary. Its educational activities relate to physical plant and equipment, school finance and business administration of local school systems, and state and district organization and administration of education.

The Division's Instruction, Organization, and Service Branch, with J. Dan Hull as director, carries on program activities, including those for elementary and early childhood education, secondary education, adult education, education for exceptional children and youth, civil defense education, services to libraries, guidance and student personnel and audio-visual education.

Two sections recently established in the Division of State and Local School Systems are Adult Education, under the direction of Ambrose Caliver, and Guidance and Student Personnel, directed by Frank L. Sievers. The Adult Education Section will give emphasis in the Office of Education to adult education and the educational problems of the aging. The Guidance and Student Personnel Section will serve elementary and secondary schools as well as colleges and universities.

Staff members of the Vocational Education Division, under Assistant Commissioner James H. Pearson, administer grants and carry out the program of vocational education of less than college grade in the United States.

The work of the Division is done in four branches, each serving the needs of a particular occupational field: Agricultural Education Branch, W. T. Spanton, director; Distributive Education Branch, John Pope, acting director; Home Economics Branch, Edna P. Amidon, director; and Trades and Industry Branch, John P. Walsh, director.




*Reorganization brought this new alignment of functions.*

The Division of Higher Education, under Assistant Commissioner Lloyd E. Blauch, serves the higher education institutions and their associations. It provides professional assistance, as requested, to the states, professional associations and institutions, and collects and disseminates educational data. The division publishes the monthly periodical *Higher Education*. It advises with the Housing and Home Finance Agency on the administration of college housing loans. It also administers certain legal responsibilities relating to federal funds appropriated for instruc-

tion in the land-grant colleges and universities, to the education of veterans, and to Howard University. In this division Ernest V. Hollis is directing the College and University Administration Branch and Ralph C. M. Flynt, the Higher Education Programs Branch.

The Division of International Education is under the direction of Assistant Commissioner Oliver J. Caldwell, with Bess Goodykoontz, the deputy director. She also directs the International Educational Relations Branch, which studies and interprets foreign educational practices for American educators, evaluates the educational experience of foreign students applying for admission to American educational institutions, provides educational advice to agencies such as the International Cooperation Administration and the International Education Exchange Service, and assists the Department of State in the preparation of papers stating the United States position on educational problems for UNESCO, ILO, UNICEF, ECOSOC, the Carribean Commission, OAS, and the other international bodies. Other services include the evaluation of proposed courses of study for veterans overseas, for the Veterans Administration, and the maintenance of a clearing house of information on persons who have participated in educational exchanges. It also conducts an educational materials laboratory, in cooperation with the Textbook Publishers Institute and the Department of State, to acquaint educators from other countries with textbooks and other educational publications available in the United States.

Recruiting and servicing of American educators who go overseas in connection with technical assistance programs of the United States Government is a responsibility of the Education Missions Branch of the Division of International Education. Nearly 200 specialists in various fields of education have been recruited by the Office during the past year and are now engaged in advising the governments of more than 30 countries on educational matters. Director of this branch is Zed L. Foy.

Thomas E. Cotner is director of the Education Exchange and Training Branch of the Division of International Education. This branch recruits American teachers for overseas duty in connection with the Smith-Mundt and the Fulbright programs. It arranges teacher exchanges such as those between the United Kingdom and the United States. It also arranges training programs for participants from those countries in which the International Cooperation Administration is operating.

All functions of the Office relating to educational law have been brought together in the Laws and Legislation Branch of which Melvin W. Sneed is director. Within this branch are coordinated all school law activities and legislative program services for the Congress which relate to status and developments in school law. The branch also provides information and reports in answer to requests from state and local school officials and organized groups interested in such developments. In the past two years, there has been a marked increase in the demand for this type of information.

The Publications Services Branch, under the direction of Carroll B. Hanson, plans and directs the program of publications and information and maintains liaison with outside information groups and individuals. It assists authors in planning, as well as in the editing, design, technical production, distribution and promotion of the professional publications issued by the Office. The branch plans, edits and distributes the monthly periodical *School Life* and produces and distributes the Office of Education annual report and other reports. It prepares for the Commissioner drafts of official statements, messages, articles, scripts and news releases for mass communication media, the education profession and the public.



*U.S. Office personnel as they planned reorganization (from left): Commissioner S. M. Brownell, Rall I. Grigsby, Julian Butterworth and Wayne O. Reed.*

**Assist plant construction**

The Fiscal Administration of Grants area is under Assistant Commissioner Rall I. Grigsby. It administers the program of School Assistance in Federally Affected Areas, of which B. Alden Lillywhite is Associate Director. The Division of SAFA was created in 1950 to administer Public Laws 815 and 874. During the 1954-55 school year, 2,650 school districts were eligible for approximately $75 million authorized for current operating expenses of schools in federally affected areas. Under Public Law 815, approximately $610 million was appropriated to construct an estimated 2,500 school projects in 1,500 federally affected school districts.

Activities in the Research area are presently being coordinated by Deputy Commissioner John R. Rackley. In this area is located the Research and Statistical Services Branch, directed by Herbert S. Con-

rad. It will continue to collect, analyze and publish educational statistics of wide interest and national significance. It provides technical statistical services to other divisions of the Office and responds to requests for information in the field of educational statistics. It represents the Office in liaison with other departments or governmental agencies in statistical planning and setting of standards for the collection and publication of educational statistics.

**Increase research resources**

Recognizing the urgent need for systematic, thorough and scientific research on many problems of education, the Office proposes to devote increasing resources to further such research. This would be done in cooperation with colleges, universities, and state departments of education under Cooperative Research authority, through major commission type studies under Advisory Committee authority, and through special studies in the Office. Screening of research proposals and general administration of research projects and contracts would be done in a Cooperative Research Branch, now being established. Already a Research Advisory Committee, with J. Cayce Morrison as chairman, has assisted in developing criteria for selection of research proposals. A number of important fields of research have been agreed upon to have highest priority as funds become available. Research is proposed in the three areas of conservation and development of human resources, the staffing and housing of the nation's schools, and the educational implications of advancing technology and economy.

Implications of automation on vocational education, educational impacts of mobility of population, education relationships to low incomes, and educational television problems are types of problems on which research planning is under way.

In the current vast nationwide effort between citizen and educator, it is my hope that the U.S. Office of Education will be able to discharge its full responsibility.

# State Associations Of School Administrators

by SHIRLEY COOPER

IN 1955 THERE WERE in the United States 85 statewide associations of school administrators and one regional association. In every state there was at least one association. In 27 states there were two separate associations—one of local district superintendents and one of county superintendents. In five states there were three statewide associations—one of city and village superintendents, one of smaller community superintendents and one of intermediate district superintendents. In addition to an association of school administrators in each of the New England states, there was the New England Association of School Superintendents—the only regional association in the country.

Early in May, association presidents from 41 states met in a three-day work conference with the president and headquarters staff of the AASA. This was the ninth in a series of informal, off-the-record meetings. These "swap-shops" for ideas on organization structure, policies and practices have led to better planned association programs, improved means of communication among the members and more vigorous, closely knit organizations. Through the free exchange of ideas and experiences provided for in these meetings new conceptions of the professional leadership potential of state associations have been revealed and are gradually being developed.



Associate secretary of the AASA, Dr. Cooper is an active speaker and writer in the field of education.

A state association of school administrators, like any other professional organization, is essentially a means of securing teamwork on jobs that call for team effort. Faced by complex problems arising from increasing enrollments, rising costs, scarcity of teachers, lack of classrooms, keener competition for the tax dollar and what at times seemed to be unwarranted criticism of the school system, administrators were drawn more closely together. Efforts were united for a common purpose. Their viewpoints on important educational issues were effectively expressed through their professional organization.

**Tackle problems by teamwork**

The typical state association of school administrators in 1955 was not isolated. It joined hands with many other lay and professional organizations to work on such common statewide educational problems as revising school building codes, improving financial accounting practices, classification and accreditation of schools, recruitment and professional preparation of school personnel, legislative proposals, ethics, tenure and retirement.

School administrator groups were teamed up most often with state school boards associations. In one state a series of twelve regional administrator-school board evening conferences were planned and held by the state administrators and state school boards associations to discuss general educational policy. About 90 percent of all the school board



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Administrators and citizens joined forces at many state conferences.

members in the state attended these meetings. The complete revision of the school code in another state was due in no small part to the cooperative effort of the two state associations of administrators and boards.

Parent-teacher associations and organizations of farmers, businessmen, laborers and many social and civic groups worked hand in hand with associations of school administrators in supporting legislation. In preparation for the White House Conference on Education, many of these groups joined together in state and regional meetings to study their school systems, to take a further look at educational needs and to analyze existing educational resources. Sharing the factual information compiled by research workers in these different organizations was one of the most fruitful results of this cooperation.

In the open forum of discussion of statewide educational issues in which public opinion is formed and decisions are made, the leadership status of school administrator associations was given important recognition. School executives were officially represented on many important committees, commissions and councils; in numerous instances they were invited to appear at legislative hearings; and they contributed to the development of many reports and public documents.

### Study interrelation of roles

In one state a commission on public school administration initiated by the administrators' associations completed a comprehensive study of the role and relationships of the state, county and local district in the support and control of public education. The recommendations of this commission called for substantial reorganization of the state school system. New insights into the whole state structure of public school administration have been gained and many fundamental issues have been brought out into the open for public discussion and consideration.

There were indications of a growing sense of association responsibility. In state and regional meetings much attention was given to leadership—what it is, how it works, how it can be made more effective. The broader concept of community educational leadership was superimposed over the concept of leadership of specific school activities. The job of the school administrator, the tasks he must perform, the competencies he needs, his relationships to the teaching staff and to the school boards and the professional preparation he should have were common discussion areas. In a few instances additional funds for research and professional improvement programs were secured through increased membership dues and small grants from business organizations.

No group of administrators was more active in efforts towards professional improvement than associations of county superintendents. In a number of states, with assistance of leadership from CPEA centers, comprehensive studies of the county superintendency were made. Much of the responsibility for gathering and compiling data for the preparation of reports was assumed by individual association members. In at least three states, studies and recommendations made by associations of county superintendents became the basis for proposed legislation.

State associations of school administrators were becoming stronger in 1955. Membership increased and became more active. More responsibility for the inservice growth and development of the membership was assumed. The role of the state association in forming statewide educational policy was more clearly recognized, not only by association members, but by state education departments and other state organizations and agencies. Association programs were broadened to include a wider range of research activities. Frequently, the annual association meetings were organized as a work conference in which the members dug into an analysis of a particular problem such as developing school board policy or two-way communication. And, perhaps, because there were so many pressing educational problems confronting state and local school systems there was scarcely a time during the year when associations in every state were not actively involved in trying to find a solution to some difficult problems.

### Long-range objectives needed

But even with such noteworthy accomplishments it must be pointed out that little more than a beginning has been made in most states toward developing the full leadership potential of state associations of school administrators. Long-range objectives have not been identified clearly and sharply enough to give unity and direction to programs of leadership activity. In far too many instances associations operate on a year-to-year or month-to-month basis, doing with zest and earnestness what needs to be done at the moment and giving but little thought to the future.

Establishing able association planning committees or policy commissions would undoubtedly aid in developing a longer range perspective on association functions and leadership opportunities.

# Educational Progress, State by State

by EDGAR FULLER

RECENTLY THE CHIEF STATE school officers were asked to report in 30 words what progress had been made in state school administration in their respective states and territories during 1955. All but three replied. A few indicated solutions of important and long neglected departmental problems; most of them reported the most significant educational accomplishments during the year; one sensed the great general advance in state school administration throughout the country and expressed it for his own state and for the others as well.

While every state has its unsolved problems in education, and it is proper that these should be brought to the attention of the public, we may well pause from time to time to see what has been accomplished. This the 50 chief state school officers have attempted to do here:

ALABAMA (Superintendent A. R. Meadows): Raised state salary allotment for teachers an average of $600 annually with a spread that lacks only $40 of being twice as much for the master's-degree as for the lowest-trained teacher. Legislature authorized a $110 million school building bond issue amendment, and an income tax amendment, subject to the approval of the voters, to yield $29 million for education.

ALASKA (Commissioner Don M. Dafoe): Major improvements in the system of distribution and audit of state school funds, improvement in teachers; retirement system and expansion of state department professional staff.

ARIZONA (Superintendent Clifton L. Harkins): Increased state and county aid $32.50 per pupil; improved state department by legislative lump sum appropriation; doubled appropriation for vocational rehabilitation; provided for complete vocational education program; doubled appropriation to one and two-room schools; created new division of secondary education for state department of education.



Dr. Fuller is executive secretary of the National Council of Chief State School Officers; he was formerly with the U.S. Office.

CANAL ZONE (Superintendent Sigurd E. Esser): Salaries increased to maximum of $8,125 after 13 years service; Spanish instruction expanded to include all elementary grades; elementary physical education program enlarged.

CALIFORNIA (Superintendent Roy E. Simpson): Equalized state aid for current expenditures and school housing and improved district organization through consolidation and unification.

COLORADO (Commissioner H. Grant Vest): The legislature endorsed plans of the state education board to reorganize state department of education, and increased the department appropriation by approximately $200,000 to implement this reorganization. This appropriation doubled the amount available for employment of professional and clerical help. New office space was also provided for expansion of the department and consolidation of services.

CONNECTICUT (Commissioner Finis E. Engleman): Public school people and citizens turned in increasing numbers to state departments of education for leadership largely because of the growing interdependence but more because the leadership has proved worthy. When President Eisenhower picked eleven professional school people for his committee for the White House Conference on Education, two were chief state school officers. State school administration has gained in prestige.

DELAWARE (Superintendent George R. Miller, Jr.): A democratic technique for selecting top staff members in the state department has assured their acceptance by local administrators and other state department personnel. Close association of the state department with schools requires such acceptance.

FLORIDA (Superintendent Thomas D. Bailey): The legislature provided significant increases in financial support for public education including increases in instructional salaries. It also authorized a study for expansion of community colleges.

GEORGIA (Superintendent M. D. Collins): Added more than 1,200 public school teachers, added funds for their salaries and other expenses of expansion, increased salaries for all teachers and other school personnel.

GUAM (Director John S. Haitema): Substantial improvement in all phases of education, including more realistic recognition of needs and enthusiastic cooperation of the staff, the board of education, the legislature, other departments of government and especially of Governor Ford Q. Elvidge.

HAWAII (Superintendent Clayton J. Chamberlin): Increased involvement of laymen in our educational problems. 4,000 teachers and community members comprising 140 committees are reviewing and revising instructional policy.

IDAHO (Superintendent Alton B. Jones): Relieved school building lag by increasing school district bonding allowance limit from 10 to 15 millions. State department of education and state trustees association jointly sponsored meetings on school building planning and on mechanics for utilizing citizen study groups throughout state.

ILLINOIS (Superintendent Vernon L. Nickell): Brought together lay and professional resources for solution of educational problems; increased services and stimulation to local communities; established pioneering program for "trainables"; increased cooperation from all areas in teacher recruitment; increased state financing of local schools.

INDIANA (Superintendent Wilbur Young): School building construction progresses nicely; veterans memorial school building fund has begun to operate; the state distributive fund has been substantially increased.

IOWA (Superintendent J. C. Wright): Improvement in public attitude toward district reorganization. Successful governor's conferences on education in all counties. Improvement of certification services to teachers. Production of significant courses of study by department.

KANSAS (Superintendent Adel F. Throckmorton): First appropriation of state funds for support of high schools; substantial salary increases for county superintendents; social security coverage for school employees in addition to state retirement benefits; staff of state superintendent reorganized under three divisions to improve administration and instructional programs.

KENTUCKY (Superintendent Wendell P. Butler): The 1954 legislature enacted into law a foundation program of education but did not appropriate sufficient funds to finance it. Next step is full financing of the foundation program law by the 1956 legislature. All candidates for major political offices are committed to financing this program in 1956.

MAINE (Commissioner Herbert G. Espy): New programs for the handicapped; continued construction and salary improvement at teachers colleges; departmental organization for improved quality in general and vocational education.

MARYLAND (Superintendent Thomas G. Pullen, Jr.): Made progress in curriculum development. State department sponsored a statewide curriculum workshop with all local school administrative units participating. With assistance of professional consultants, existing curriculum practices were evaluated and suggestions made for immediate and long-term changes.

MASSACHUSETTS (Commissioner John J. Desmond, Jr.): Teachers colleges have revised curricula, expended $10.5 million for new buildings since 1951, and increased enrollment 160%. Anticipate 8,500 students in 1960. Similar expansion in state university and technical schools.

MICHIGAN (Superintendent Clair L. Taylor): Constitutional amendments provided $100 million loan fund for school building and ear-marked two cents of the state's three-cent sales tax for school purposes; Supreme Court decision required local taxes assessed on state equalized valuation in all school districts, increasing the tax base by $2½ billion; 50 school districts per month were eliminated through reorganization or annexation; state school laws were completely recodified.

MINNESOTA (Commissioner Dean M. Schweickhard): Continued school district enlargement, reducing number of districts from 4,723 to 4,262. Expenditure of $65,976,128 provided 1,466 new classrooms and other facilities. Vocational rehabilitation, funds and services more than doubled.

MISSISSIPPI (Superintendent J. M. Tubb): Reorganized public school system according to a Revised School Code of 1953. Modified financial administration; adjusted transportation systems to new laws; trained bus drivers, moved forward in schoolhouse construction, and tried to keep a supply of teachers.

MISSOURI (Commissioner Hubert Wheeler): $22,000 additional state money a year for public schools. An increase in the average academic preparation of teachers, an average salary increase of $158 a year, $41 million spent for new school buildings, and a new elementary course guide with guides in all other grades due this year.

MONTANA (Superintendent Mary M. Condon): State Department moved into excellent new offices in state capitol building. Added special education staff to implement new legislation. Schedules increased for foundation programs for local districts. Tightened up and improved certification standards.

NEBRASKA (Commissioner Freeman B. Decker): Established an elected State Board of Education which in turn appoints a Commissioner of Education and sets his term of office and salary.

NEVADA (Superintendent Glenn A. Duncan): State support was increased $1.7 million this year. $120 per child per year was granted for all, with average daily attendance larger than last year. New apportionment law and a reduction of local administrative units to 17 countywide districts for entire state will be effective July 1.

NEW HAMPSHIRE (Commissioner Austin J. McCaffrey): Enacted state legislation providing for school construction assistance; increased state aid; had peak enrollments in teachers colleges.

NEW JERSEY (Commissioner Frederick M. Raubinger): A new state aid program based on true valuations; expanded program for the handicapped; increased in-service training of sub-standard teachers 38%; state department reorganization emphasizing new division of curriculum and instruction.

NEW MEXICO (Superintendent Georgia L. Lusk): All state educational agencies are coordinating, through the state department of education, improved programs in finance, Indian education, school lunch, transportation, consolidation, free textbooks, racial integration, involvement of citizens and improvement of curriculum and instruction.

NEW YORK (Commissioner James E. Allen, Jr.): Unusually strong interest and participation by public in program of our schools; regents college scholarships doubled in number to 3,388; renewed emphasis on basic skills; expansion of psychological, psychiatric and personnel services for mental and physical health; continued readjustment of the secondary school curriculum to develop effective citizenship; expanded district reorganization; greater emphasis on partnership with the community; successful teacher recruitment study under way; vast school building program; reaffirmation of basic concern for quality of the teaching process.

NORTH CAROLINA (Superintendent Charles F. Carroll): A completely new school code passed by legislature; the idea originated with the State Board of Education.

NORTH DAKOTA (Superintendent M. F. Peterson): Legislation was enacted providing for a State Board of Education responsible for all areas of education on secondary and elementary levels and vocational agriculture, homemaking, guidance services, distributive education, trades and industry, correspondence and rehabilitation.

OHIO (Superintendent R. M. Eyman): Elected a State Board of Education with defined duties, responsibilities and functions. Legislature provided a new system of state subsidies for operation of schools based on the teacher unit rather than per-pupil basis, effective in October. Other legislation provided for increased retirement benefits to teachers.

OKLAHOMA (Superintendent Oliver Hodge): Continued progress in teacher education and certification; more funds for operation of schools; expansion of services in the state department of education; and a closer working relationship in the ranks of school people of the state.

OREGON (Superintendent Rex Putnam): Initiated aggressive statewide curriculum development project involving local professional and lay participation. Expanded teacher education on elementary and secondary levels in colleges and universities.

PENNSYLVANIA (Acting Superintendent Ralph C. Swan): Constructed 12,700 classrooms, 1,900 special facility units since 1950, at a cost of approximately $588 million. Estimated additional need to 1960 is 16,200 classrooms, 2,000 other units and $720 million.

PUERTO RICO (Mariano Villaronga, Secretary of Education): Prepared a long-range program for the purchase and production of textbooks and teaching materials; goals have been adopted for next six years and the proper editorial and administrative setup has been organized.

RHODE ISLAND (Commissioner Michael F. Walsh): General Assembly appropriated $1.9 million to establish statewide single salary schedule from $3200 to $5200; $3.5 million for building a modern college of education; $600,000 for construction of first section of a state vocational school; $40,000 for care of mentally retarded children. Provided scholarships for teachers of mentally retarded.

SOUTH CAROLINA (Superintendent Jesse T. Anderson): Allocated $38.8 million state aid for physical facilities; appropriated additional $2.8 million for maintenance and operation of school plants; instituted program of education for handicapped children; developed handbook for evaluating district education program.

SOUTH DAKOTA (Superintendent Harold S. Freeman): Our major accomplishment was legislative revision and recodification of school laws.

TENNESSEE (Commissioner Quill E. Cope): Legislature increased educational appropriations approximately $43 million for the biennium, an amount sufficient to maintain the present program and provide a $3,000 salary for teachers with a B.S. degree and 15 years' experience. Adopted improved formula for distribution of state funds.

UTAH (Superintendent E. Allen Bateman): Legislature continued state aid for school building construction in needy districts. Initiated a statewide program for education of handicapped children.

VERMONT (Commissioner A. John Holden, Jr.): Successful repulsion of attempted legislative attacks on method of selection of the chief state school officer, the state aid premium for regional school construction and effective organization of supervisory unions.

VIRGINIA (Superintendent Dowell J. Howard): Held a two-day workshop of entire professional staff of state department of education. Many special interests in education sought better working relationships with each other.

WASHINGTON (Superintendent Pearl A. Wanamaker): State financial support to local districts extended to care for new enrollments, enlarged special services and increased school construction needs. Statewide organizations have been strengthened. Statewide conferences have brought lay and professional people together to improve the schools.

**WEST VIRGINIA** (Superintendent W. W. Trent): Reorganization resulted in the creation of the county unit and an increase of state aid and promoted county school superintendents and state superintendent from advisory to administrative functions.

**WISCONSIN** (Superintendent G. E. Watson): Built $75 million of new facilities, ended non-operating districts, continued district reorganization, upgraded teachers and quality of instruction, increased state aid and studied expansion of education of handicapped children.

**WYOMING** (Superintendent Velma Linford): Enacted foundation program of state aid for all schools; improved teacher education and special in-service training for rural and elementary teachers; emphasized building planning; and reorganized school lunch administration and surplus property distribution.



*Registration—prelude to any conference. This was for AASA meet at St. Louis.*

# *It Was a Conference Year!*

by ROY K. WILSON

CONVENTIONS, CONFERENCES, and workshops provide the most important means for nationwide interchange of administrative theory and practice. The dominant new feature of conferences and workshops during 1955 was the broad-scale participation of leaders from all walks of life who pitched in to help solve current problems and to chart the future course for American education.

A report on only 22 conferences, out of many hundreds of community, state, regional, national and international meetings illustrate how school executives sought the way to better schools during the year.

A new high in convention attendance for the AASA was reached at the three regional conventions. Total at St. Louis, Denver and Cleveland was 19,000, exceeding the previous high figure of 18,637 at the 1954 national convention in Atlantic City. Membership in AASA soared to a new high of 10,116 during the year. Staff relations in school administration received major attention at all three conventions. Such topics as personnel policies, staff morale, teamwork, the personal factor in school administration, human relations techniques and personnel relationships were discussed, along with building programs, improving instruction, special services, juvenile delinquency and ways of meeting the teacher shortage.



A veteran journalist, Mr. Wilson is executive secretary of the NEA's National Public Relations Association.

### Combined to find answers

An unusual opportunity to explore new approaches to the problems of public education was given in early fall at a Nationwide Symposium sponsored by the National School Boards Association at Kansas City, Missouri.* Some 200 leaders of the national and state school boards associations and of the educational profession heard presentations by top level persons from the ranks of science, business, industry, television, the Army, architecture and medicine. From Henry David, executive secretary of the National Manpower Council, came a major challenge to schoolmen and board members: "How to meet the continuing high level of demand for highly trained manpower—first, by reducing the wastage in our own field, and, second, by furnishing a key through education to unlock the manpower resources of this country."

Further help for school administrators came from the business world at the annual seminar sponsored by the National School Public Relations Association in July. Suggestions for building better staff relations were given by Frank M. Bunch of the du Pont Company, and an appraisal of current school public relations practices was made by a panel which included Conger Reynolds, director of public relations, Standard Oil Company (Indiana); Milton Fairman, director of public relations, the Borden Company; and Earl B. Steele, manager of news and information, United States Chamber of Commerce.

Education has become a big story in America, according to views expressed by school administrators, newspaper reporters and magazine editors at four major national conferences on coverage of education news held during the year.

At the Educational Reporting Con-

*For more on the NSBA, see page 52.



*Worth McClure and Henry I. Willett examine prize-winning stories on education written by Mary McGarey of Columbus Dispatch at Louisville meeting of Education Writers Association.*

Louisville Courier-Journal photo

ference conducted by the Nieman Foundation for Journalism at Harvard University in August, it was agreed that educators and the press have found it easier to convey information to the public about school plant, personnel and pupils than about purposes, program and processes. Two further points of agreement: (1) If the story of education is to be well told, education and the press must serve with mutual respect, mutual trust, and above all, mutual accessibility; and (2) Because education is best served by continuity and depth of reporting, the educator assigned to press relations should be close to educational policy making.

Reporters on eleven newspapers received awards from the Education Writers Association for outstanding achievement in educational journalism. School superintendents from Cleveland, New Orleans and Portland, Oregon, appeared on the program for a conference on education reporting held in Washington, D. C., in connection with the awards. More than 40 entries in the competition were later exhibited at the Eighth Education Writers Institute sponsored by the National Education Association and the Education Writers Association at Louisville. "Big Stories in Education—1955" was the theme for discussions there in which AASA officers and school administrators from California, Michigan and Kansas joined newsmen and White House Conference Director Clint Pace for panel discussions.

**Cooperative relations**

School executives joined editors, classroom teachers and association officers at the second national conference sponsored by the Magazine Publishers Association and the NEA at Washington in May. Cooperative relations growing out of the conference led to a record number of more than 400 articles, many of them on important aspects of school administration, in national magazines during 1955.



*A discussion group at the AASA regional in Denver focuses on the basic skills.*

Workshops and conferences involving cooperative study by officers of school systems and professors of education took many forms during the year.

School administrators, teachers and others from 20 states and Canada participated in a conference on effective human relations in educational administration held in July at the University of Chicago. Sponsored by the Midwest Administration Center, the Department of Education of the University of Chicago and the Superintendents' Round Table of Northern Illinois, the conference dealt with the school administrator's relationships with his staff, the school board and the public. Concise summaries of current research in each aspect of the administrator's relationships with others were presented by specialists.

More than 40 topics were studied at the 14th Annual Work Conference for Superintendents held at Teachers College, Columbia University, in July.

Representatives of labor, business and industry, government, foundations and citizens groups joined with university presidents and school executives to help the School of Education at Michigan State University celebrate its centennial in July. Charles F. Moore, Jr., vice president of the Ford Motor Company, told the centennial symposium that one "important thing industry can do for education is to fight just as passionately for educational freedom as it does for economic freedom."

**U.S.-Canada workshop**

Ways of building closer cooperation between the United States and Canada was the major topic of consideration by 20 prominent educators from both nations who met at Syracuse University in July for the first Canadian-American Administrators Workshop. Other topics covered were the role of the schools in preventing the spread of communism to the Western world and in dealing with the expanding school popula-

tion, teacher-exchange programs and the growing juvenile delinquency problem.

School study councils continued to make promising contributions during the year to inservice education of educational leaders. Representatives to the Sixth National Conference of School Study Council Leaders at Buffalo, New York, heard Parmer L. Ewing, Buffalo superintendent of schools, urge increased funds for research: "Some businesses spend as much as 5 percent of their income for research. Most school districts are small and it is impossible for them to carry on research individually. The best answer, therefore, is to pool resources of large groups for research."

**Traveling classrooms**

That it is up to county and intermediate organizations to ensure adequate educational opportunities for each child, no matter where he lives, was the theme underlying sessions of the Tenth National Conference of County and Rural Area Superintendents held at San Diego in October. Participants had chances to view how California has developed through its county offices such services as traveling classrooms that go to small schools on regular schedules, instructional materials centers and special schools for juvenile delinquents.

Hurricane Diane failed to dampen enthusiasm of some 100 professors from 30 states and 60 universities at the Ninth Annual National Conference of Professors of Educational Administration at the University of Connecticut in August, especially when the announcement was made of the Kellogg Foundation grant of $10,000 to NCPEA for production of a book on *Administrative Behavior for Education*. Throughout the meetings of professors with consultants and representatives from nine other national groups ran the conviction that the school administrator must be trained to use effectively such disciplines as sociology, psychology and anthropology, as well as the techniques of administration.

Communication continues to be a perplexing problem to state associations of school administrators. That they are trying to do something about this trouble spot was brought out at the ninth annual conference of state presidents called by AASA at Louisville, Kentucky, in May. Some of the methods for helping both school people and laymen fully understand the pros and cons of important educational issues are state and regional conferences, cooperative workshops with the state education departments and colleges, legislative advisory councils, hearings on proposed legislation, surveys and research studies, bulletins and newsletters, consultants to executive committees and informal messages from association presidents.



*Conferees talk shop during break at the Public Relations Seminar, at Lake Forest, Ill., sponsored by the National School Public Relations Assoc.*

**Regional drive-in sessions**

Rural and community school administrators, through regional drive-in conferences sponsored by AASA and the NEA Department of Rural Education, tackled their responsibility for improving instruction and other specific administrative and legislative problems with which they are faced. Administrators from twelve states participated in the three such conferences held in 1955 at Bethel, Maine; Lubbock, Texas; and Spokane, Washington.

Administrative and legal implications of desegregation is but one of the problems confronting the recently formed National Organization on Legal Problems in Education, which held its first annual meeting November 8-9 on the University of Chicago campus. The objective of the new organization is to bring school administrators and professors of educational administration in touch with instructors in school law, administrative law and municipal law. The 300 members also include school board members, state department staff personnel and city, county and state attorneys serving educational institutions.

More administrators from the United States should visit other countries, and administrators from other countries should visit the United States. General agreement on this point by European educators was reported by AASA President Henry I. Willett after visiting educators in several European countries in connection with his participation in the 18th International Conference on Public Education in Geneva, July 4-12. He was chairman of the three-member delegation that represented the United States at the Geneva conference.

"It was very apparent," Willett reported, "that the majority of the countries represented looked to the United States and the English-speaking world for educational leadership. It was equally clear that Russia wishes to play a leadership role on as wide a scale as possible. The odds appear in our favor at present, but we must not falter either at home or abroad. In fact, we must accelerate our efforts from the standpoint of both quality and quantity. This is a real challenge, not alone to educators, but to the people of the United States as well."

# Preparation Programs for Administrators

by JOHN K. NORTON

FUNDAMENTAL TO PROGRESS in all phases of educational administration, are the efforts which have been made to rethink the whole function of this profession. A new look has been taken at the qualities and competencies required in the school executive. The elements in the complex social scene which hold significance for American education, and the effective performance on the job by the man in this scene, have been reappraised. The basic purpose of this search is to view educational administration in its broad social setting.

Ours is a profession of great scope and difficulty. Probably no other calling involves more complex elements—social, human and technical. Only persons of sound personality and superior preparation should enter this calling which, successfully practiced, is as rewarding as it is demanding.

The task of selecting the content and means of instruction which will best prepare the educational executive for his profession is a highly complex one. It has been attacked as never before during recent years by means of research, experimentation and deliberation. Preservice programs have been significantly improved.

In the area of content, these are some of the noticeable trends:



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1. Emerging preparation programs provide broader and better balanced preparation in the major phases of administrative leadership.

One institution, for example, offers preparation in the theory and organization of education in America, school law, school and community interaction, the development of professional personnel, the securing of funds and facilities, and the improvement of educational opportunity.

In another program, the competency pattern includes instruction and curriculum development, pupil personnel, community-school leadership, staff personnel, school plant, school transportation, organization and structure, and school finance and business management.

2. There is a tendency to organize basic elements of the program into core courses to include the common learnings considered requisite both for principals and superintendents. Advanced and specialized courses follow.

3. The emerging preservice programs seek more effectively to focus pertinent content of the social sciences upon the functions of administrative leadership. Psychology, sociology and other disciplines offer a rich storehouse which, however, must be winnowed for pertinent material. Better contact is also being established between educational administration and such related fields as public and business administration. New concepts and areas of inquiry are emerging from this work. One hears of "comparative concepts of administration," "situational factors affecting administrative behavior," and "the decision-making process."

4. Some advanced programs are exploring the contributions which the humanities, aesthetics and the arts have to make as background preparation of educational executives. University as well as community resources in these fields are being utilized.

5. There is a decided tendency to extend preservice professional study beyond the master's degree, either to two years of graduate study and a special certificate in administration, or to a three-year program and the doctorate. In some instances, the question may be raised as to whether staffs and other resources are available to justify these extensions.

### Graduate work expected

There is an accompanying stepping up of state requirements for administrative certification. Some states are listing special administrative requirements for the first time. In others, a two-year graduate program is specified for entrance to general administrative work, and three years are looked upon as the ultimate expectation for the permanent practitioner. These requirements are the result of cooperative study by boards of education, state departments of education, superintendents' associations and graduate schools of education.

Substantial progress has also occurred in the methods used in preparing educational administrators:

1. Guided experience is rapidly becoming an essential part of the preservice training of school administrators, including planned field visitation, participation in school surveys, programs of school study councils and other research undertakings, and internships. Better integration of instruction in classes and seminars with field experience and action research is being achieved. Preparation of this quality, however, is extremely expensive. For example, if the internship is to deserve the name it must have as its primary purpose the professional preparation of the student, rather than service to the field. This

requires analysis of the student's needs and an individually planned program of broad contacts as well as of specific assignments. The field sponsor and the faculty adviser must cooperate in guiding the student. Unless adequate staff time and other facilities are provided for, the internship can become a means of offering graduate credit for routine field work. Under favorable conditions, however, the internship in school administration becomes a valuable part of the student's training.

2. Students are being offered opportunities to put into operation concepts and practices drawn from such fields as social psychology, sociology and group dynamics. As a result, the student comes to understand better his own emotional processes and to gain practice in group procedures. Such work often involves instruction cooperatively conducted by a professor of psychology and a professor of school administration.

3. In some institutions there is increased use of professors and courses in other graduate departments, such as sociology, anthropology, political science, economics and philosophy. There is danger, however, because of the high degree of specialization in these departments, that the academic as opposed to the professional orientation of the professors will defeat the purpose sought. Other institutions directly employ scholars from other fields who focus the content of their fields and their research upon the professional problems of education.

4. The values of the case method are being explored. Stock piles of critical administrative situations are being built up.

5. Long-term, intensive analyses of the social composition and power structure of individual communities are offering students opportunity to participate in basic social research.

6. Other research, involving adaptation of methodology from other fields and the development of procedures indigenous to educational administration, are underway to determine content and method of preparation programs in educational administration.



*Teachers College interns visit nearby superintendent to gain field experience.*

Well-rounded student personnel programs are essential in preparation programs. The competition for top talent in the United States is increasingly keen. Educational administration has only begun to establish itself as a prestige calling and special effort will be required to maintain and improve the quality of talent entering this profession.

**Predict supervisory competence**

Better means of identifying top talent—not an easy process, must be found. It involves both the definition of "success" in educational administration and the attempt to predict it a number of years preceding employment. Some institutions are experimenting with psychological tests, although their validity in predicting administrative competence as opposed merely to measuring verbal or some other limited capacity remains to be established.

Other institutions are refining conventional methods of appraising students, such as evaluation of the student's scholastic and previous professional experience, graduate study record and performance in group situations, action research projects and internships. Appraisal of a student, after two or more years of graduate study by several professors aided by a battery of ratings of the type listed, has considerable predictive validity.

Advanced students are being involved in the orientation of beginning students in administration. This supplements the faculty advisory function and often reveals assets and liabilities in group relations of both beginners and advanced students.

Improved personnel records are permitting a better assembling of student data for use in guidance, placement and follow-up on the job, and for research bearing on selection and success-prediction.

Educational administration must do more than develop programs for attracting and screening potential school executives. It must also organize means for financing graduate study through scholarships, paid leaves of absence and the like. This is of special importance since many promising recruits do not decide on candidacy until after they have assumed family responsibilities. To meet this need, boards of education are subsidizing graduate study in several ways. Funds of the W. K. Kellogg Foundation have indirectly provided significant help. The commercial exhibitors of the AASA and other business enterprises connected with education are providing scholarships.

A review of the situation in 1955 provides much evidence that substantial improvement is being achieved in the content and methods of preservice preparation programs for school administrators. Although this improvement centers in the universities, it is increasingly supported by boards of education, school executives, educational foundations and by the public in general.



1955
ADMINISTRATORS ON THE JOB

# The Expanding Superintendency

by L. D. HASKEW

THE MOST DISTURBING feature about the superintendency in 1955 was its octopus-like tendency to enmesh the superintendent. His jobs could get done only as the superintendency became more efficient, more realistically organized and better defined in the minds of people. Three factors made this true.

One influence was the phenomenon of sheer growth. Almost overnight, administrative structures and policies created to serve progressive communities of 25,000 population were being called upon to serve explosive communities of 50,000 reaching for 60,000. One man's job was becoming three men's jobs.

A second influence was the conflagration-like tendency citizens' advisory committees showed of leaping into forest fires of thousands of organized, unorganized and disorganized citizen groups trying to do something about the school problem. One superintendent's requests to meet with citizen groups had increased 200-fold in the last two years. The fires were bigger, but the firefighting equipment all too often was unchanged.



Dr. Haskew is dean of the University of Texas college of education and vice-chairman of the U. S. educational policies comm.

A third influence was the insistent demand created by new technology—and hence new standards of excellence—in school administration itself. Today, school building technology makes possible a high-caliber product. The professional conscience of the superintendent demands that he make use of that technology in planning for school construction. But, the pre-technology superintendency was seldom geared to handle the post-technology demands.

### Queried about their jobs

To gather some of the material for this article some 500 superintendents were queried about their 1955 activities; responses were received from 202. A significant percentage of returns indicated that moves to redesign the tasks assigned to the superintendents were launched during the year. Although most of the plans would not take effect until 1956, new administrative organization proposals were under comprehensive study.

Of the jobs actually tackled in 1955, uppermost were housing the school children and securing teachers.

In cities of 100,000 population and larger, from 25 to 50 percent of the personal time and energy of superintendents was apparently being devoted to putting roofs over the heads of pupils. One superintendent estimated that he put more time on school housing in 1955 than during the twenty years of his superindenddency between 1931 and 1950. "My life is made up," one man wrote, "of three B's—bonds, buildings and boundaries." Even in small and stable school systems, school housing was prominent on the superintendent's agenda.

1955 emphasis was on securing, rather than employing, teachers. Superintendents were out looking; they were carrying on carefully-organized recruitment programs. Superintendents of larger (100,000 and up population) systems were not oppressed by shortages as much as their colleagues in smaller communities, but they were still giving more attention than ever before to the search for good teachers.

### Urgency to staffing schools

The evidence indicates that the superintendent is according new urgency to the problem of staffing schools with able teachers. In 1954-55, in spite of the much-advertised teacher shortage, the percentage of teachers

with bachelor's degree preparation or more rose to the highest figure in history.

The superintendent in 1955 was frequently taking a personal hand in curriculum modification. More than one-fourth of the respondents reported taking part in at least one curriculum move. Most popular single undertaking was enriching gifted children's curriculum.

**Active in communities**

For three or four years now, thousands of communities have been in educational ferment. At times, the situation has appeared to obscure the superintendent. But there were hopeful signs that superintendents would eventually be able to lead communities as they have led schools within those communities.

One thing is very clear about what superintendents did in 1955. They went to meetings. The results of one very comprehensive study indicate that the typical larger-system superintendent spent at least eighteen days during the year attending professional meetings outside his own school system.

**Initiated new curriculums**

Desegregation made the 1955 jobs of many superintendents more tension-filled. In states at the edges of the South, many superintendents gave outstanding leadership in helping communities decide upon a policy, and came up with statesmanlike programs which proved successful. Many others took the position that this was a matter to be decided by boards of education and other legal authority and that the superintendent should keep hands off until he was told what to do.

An optimistic note is found in the fact that so many superintendents in 1955 met with citizens' groups. A new school camping program was established; an experimental school was set up; a new junior-high school curriculum program was inaugurated. Citizens and superintendents working together showed signs that the job of the superintendent is still one which can wear the forward look.

# Television in the Schools

by ROBERT C. ANDERSON

"YOUR SUPERINTENDENT'S ANNUAL report for this year is to be in the form of a series of television programs . . ." With this introduction Superintendent Mark. A. Smith of the Bibb County Schools, Macon, Georgia, exemplified a trend of the times—the use of television for school-community relations.

But this is by no means the only way in which American public schools are using television. Teachers and administrators are beginning to look to television for help in solving the problems being created by rapidly increasing enrollments. They are using television to supplement and to enrich the curriculum, as a medium for cultural entertainment, to point up special events, for preschool education, for after-school programs for children and for in-service and pre-service teacher training.

In 282 cities of the United States there are now one or more television stations. According to replies to a questionnaire recently sent to superintendents of the school systems in these cities, 150 used television in some way in the school program in 1955.

One hundred and twenty of the 230 superintendents replying indicated that their schools were broadcasting television programs, most of them regularly. Thirty school systems did no broadcasting, but used television receivers in the schools to supplement the school program.

At least 10 school systems had access to one or more of the 14 non-commercial, educational television stations on the air in 1955. Of the systems broadcasting, 115 took advantage of the FCC requirement that commercial television stations devote some of their air time to "public service" programming. Four systems used both commercial and educational stations.



As SREB's associate director for administration, Dr. Anderson is chairman of the project on public schools and educational TV.

Among the first to take advantage of television as a medium for education was the Chicago City Board of Education. The Chicago Public Schools began telecasting in 1946. In 1954-55 this system broadcast 100 television hours over commercial stations.

The Philadelphia Public School System is another television pioneer, especially in in-school telecasting, since 1947. In the 265 Philadelphia public schools alone, more than 93,000 pupils per week viewed these telecasts on a regular basis in 1954-55, and officials predict 97,000 regular pupil viewers per week in 1955-56.

The activities of another pioneer school system in television, Minneapolis, which began telecasts in 1949, were described in the November, 1955, SCHOOL EXECUTIVE symposium on educational television, along with those of Atlanta, Houston, San Francisco, Schenectady and Washington.

**Pittsburgh holds record**

Pittsburgh, according to questionnaire returns, holds the record for time on the air among school systems telecasting last year. The Pittsburgh Public Schools broadcast a total of about 200 hours, most of them through the facilities of WQED, the educational station, and the remainder on a commercial station.

The Public Schools of Macon, Georgia, were second last year in number of hours, on the air. The Macon schools telecast some 148



*A pupil plays garçon to his fellow classmates on one of the weekly French-by-television classes sponsored last year by the District of Columbia Public Schools.*

hours, over two commercial stations. The Seattle Public Schools telecast a total of 243 half-hour programs, 137 of them on KCTS-TV, the educational station. Brooklyn, with 102 hours of public school television programming in 1954-55, Baltimore with 80, and Birmingham with 51 were among the other school systems leading in air time.

A number of school systems have reported difficulty in securing good free time from commercial stations. Educational organizations and institutions in many cities are therefore taking advantage of the non-commercial, educational channel reservations made by the FCC, and operating, or preparing to operate, their own stations.

The first public school system to own and operate an educational television station is the Dade County, Florida, schools which began broadcasting over WTHS-TV (Channel 2, Miami) in August, 1955. Atlanta and Denver are also building television stations. Other educational stations, operating during 1955, in which public school systems are either joint-licensees or major financial contributors included: KUHT, Houston; WQED, San Francisco; WCET, Cincinnati; KETC, St. Louis; KCTS-TV, Seattle; WTIQ, Munford and WBIQ, Birmingham (two of three transmitter stations for the Alabama Educational Television Authority); WGBH-TV, Boston; WILL-TV, Champaign-Urbana; WTTW, Chicago; and WTVS, Detroit.



*Washington, D.C., schools are now in their 6th year of classroom ED-TV.*

School systems are prime movers in five other educational stations, which will soon be on the air: the ATEA's WAIQ, Andalusia, Alabama; the Memphis Community Television Foundation's station on Channel 10; the Louisiana State Department of Education's Channel 13, Monroe; Channel 8 of the Greater New Orleans Educational Television Foundation; and the Oklahoma Educational Television Authority's KETA, Channel 13, Oklahoma City.

Five other school systems have been granted construction permits by the FCC, or have applications for permits pending. These include the Connecticut State Board of Education, for stations in Bridgeport, Hartford and Norwich; Savannah and Chatham County, Georgia; the New Jersey State Department of Education, for New Brunswick; the Rhode Island Board of Education, for Providence; and the Puerto Rico Board of Education, for San Juan. School systems are participants in community stations for which permits have been granted or are pending in Sacramento, Jacksonville, Toledo, Philadelphia and Nashville.

**Serve public and schools**

Of the 120 school systems actually broadcasting by television in 1955, 115 reported programming for public information: public relations for the schools. Another large group, 85 systems, telecast programs for "cultural entertainment": music, art, drama, etc. Forty-five school systems telecast special events in 1955, 42 systems used in-school broadcasts for "curriculum enrichment," and 27 for regular classroom instruction. Thirty-five school systems telecast children's programs for out-of-school viewing, and nineteen broadcast preschool education programs on television. Nineteen systems made use of television broadcasting in their pre-service and in-service teacher education programs. Three systems offered courses by television for high school credit.

Superintendent Mortimer Brown

estimates that one use of television made by the El Paso Public Schools saved over 4,000 hours of teacher and other school personnel time in 1954, and again in 1955. El Paso was the first school system to broadcast its opening assembly on television. Teachers were able to view the assembly from their homes or from their own schools rather than having to congregate at a central point. Since El Paso spends more than $40,000 an hour in salaries for school personnel, Superintendent Brown estimates a direct saving of over $75,000 because of this television assembly. The 1955 assembly program was viewed by parents in over 10,000 El Paso homes.

**Increasing need for research**

Each year, as more and more television sets appear in American homes, and more schools make use of television for education, the need for research in the educational use of this medium increases. In 1955 the Fund for the Advancement of Education made grants available for research projects now in progress in Pittsburgh and St. Louis, and at the University of Pennsylvania and New York University. Similar studies are under way in New Jersey, Missouri and California. The Educational Television Project of the Southern Regional Education Board is looking toward a "memorandum of agreement" among educational stations and institutions in the South which will, among other things, establish a regional program of research in the uses of television for education. The Southern States Work Conference established in 1955 a three-year project on the public schools and educational television, which will be concerned with research among other things.

The year 1955 saw continued growth in the public school use of educational television, through the efforts of individuals, schools and school systems, and with the support and encouragement of such organizations as the National Association of Educational Broadcasters and the Joint Committee on Educational Television.

# New Developments In the Curriculum

by G. ROBERT KOOPMAN

IN LOOKING AT CURRICULUM developments in American schools today, one can readily fall into the error of wishful thinking or the opposite aberration of believing that there are no significant movements in the curriculum field toward meeting the social conditions inherent in a renovated human existence based upon cheap power and abundant education.

From all appearances the social pressures affecting the curriculum are increasing. These pressures are completely justifiable. The sportsman who wants a unit in gun safety in the local high school is operating democratically and usefully. When one pressure group gets its law passed, the action is contagious.

All in all, such pressures must be considered desirable and must be recognized as potent determiners of curriculum change. Areas being pushed at the present time are: conservation and temperance education, mathematics, special education of the gifted and mentally retarded, economics education, civil defense, air or atomic age and pre-military education.

Driver education represents an excellent example of the way in which social pressures affect the school. Many school systems are taking advantage of the impulse and broadening their programs of health and safety education, social studies, science, industrial education and community relations in such a way that children are much more realistically educated.



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In the midst of wholesome criticisms of the schools considerable attention has been centered on charges that the schools teach nothing correctly nowadays. Such intemperate assertions have caused administrators' time to be diverted from worthwhile constructive activities to the repairing of fences. Positively, however, the attacks have sharpened the focus of the schools' community relations programs and brought more citizens into the school situation than ever before.

It is apparent that curriculum development is becoming more cooperative. School systems are working with committees of citizens on various aspects of the school problem. Students, teachers, administrators and citizens are participating; supervisors often become consultants and directors become coordinators.

**Tend toward mature cooperation**

The tendency to work cooperatively in the field of curriculum development is more than a passing fancy. It is to the credit of teachers, education leaders and citizens that they are mature enough to pursue constantly the paths that lead to better schools.

In spite of problems which might have caused shifts in direction, curriculum development efforts continue to be aimed at building the curriculum around the child, teaching democratic values and practices, and adjusting to individual differences. Other areas on which attention is focused include: helping teachers to develop curricular units and practices; strengthening secondary education for all children rather than just the college-going; involving more people in the curriculum development process; and applying re-



*Conservation education is being stressed in curriculums currently. These Mesa, Arizona, school youngsters have learned how grass helps hold soil together.*

search findings to educational practice.

Cooperatively planned teaching-learning procedures are becoming more prominent in the elementary school as the "course of study" and "textbook as curriculum" tend to recede. Informal learning activities are thriving in the small new elementary schools that are springing up all over the country. More and more emphasis is put on teacher initiative to develop enriched studies and projects for her students.

This tendency is shown in the excellent brochures prepared for parents, many of them covering facts about growth and the educational objectives and activities for a given age level. Here is evidence that school and home are cooperating in curriculum development and that the child is the central figure.

More and more the curriculum worker, with the help and consent of parents, pushes the elementary school curriculum toward informality, sociality and unity within a scope as broad as the culture. In this pattern the basic skills are truly functional and better learned.

The rapid growth of population in the urban centers has given a new push to the development of junior high schools. Greater interest in the junior high school curriculum has also been created. Flexibility has been demonstrated since junior high schools are not dominated to any great extent by the colleges.

A few experimental school buildings show the advantages of small units in the form of separate buildings for the different grades. This age-grouping together with emphasis on socialization has stimulated the block schedule or core program which is the outstanding junior high school curricular experiment. This movement is growing in the face of all obstacles and despite criticism from certain groups.

Another junior high school trend is the movement away from the mass education of subject-centered courses and toward more personalized instruction and guidance through the regular instructional program. Techniques utilized in this area include group guidance, career studies, camping and extra-class programs of an exploratory nature. It is in the junior high school that most of the definitive work in general education is being done.

The resistance of the academic citadel still characterizes the senior high school, but equally characteristic is the great proliferation of offerings that surround the academic core. More and more experimentation with the senior high school curriculum is based on the assumption that it should fit the needs of all types of learners.

The growth and greater acceptance of the comprehensive high school with its broad curriculum is proof of the acceptance of a wider function by the secondary schools. There is every reason to think that the tendency to meet more of the needs of more children will continue at an accelerated pace. This development will no doubt embrace the needs of the gifted as well as the average student.

Special mention of the developments in economic education, driver education, programs in camping and work experience must be made in any discussion of the secondary school curriculum work. These programs have centered to date on the secondary school and developments in these areas at the lower levels are yet to come.

By comparison, curriculum work in the senior high school and above is less systematic and thorough than at the lower levels. Changes come about through shedding curriculum offerings and adding new ones rather than by rethinking the total structure.

**Colleges condition curriculum**

Unfortunately, developments in recent years seem not to have changed this picture. The shadow of the college with its set of values and its preparatory demands still conditions curriculum development in the senior high school.

The senior high school is an open-ended institution for which no terminal boundary has been set. Its graduates go into life work, into the community college, into higher education and into adult education.

There has been considerable thinking about the education of adults both young and old. The growth of the comprehensive community college with an ever-enriching curriculum is an outstanding trend. The concept of abundant free education for all persons at all levels is considered ideal. More and more local and state programs are set up to transfer the ideal into reality.

The relationship of the evolving community college to other institutions that educate adults is being fought out through power politics with little constructive curriculum thinking being introduced into the field. The encouraging trend is that more states are realizing that this matter must be studied carefully and that public policy as to curriculum offerings must be established.

# Projects In Community Improvement

by WALTER K. BEGGS

THE MOST COMMON TYPES of current community-improvement programs are in the areas of recreation, civic betterment and adult education. Each of the three seems to have broader implications than have heretofore been suspected. Adult education, for instance, is not limited to academic classwork or hobby classes. Current programs incorporate study of current issues and human relations analysis. Enlarged enrollments and greater community enthusiasm for such programs seem to justify such a change.

The number of community programs started annually is accelerating. During the 1940's the number of programs begun each year remained fairly constant. Then in 1953 there was a particularly sharp rise in the number of community-improvement projects put into operation. The following year the number almost doubled. Reports indicate that 1955 has seen another increase in community-school improvement program inceptions.

**Small communities lead way**

Small communities and their schools are most commonly associated with improvement programs. This is as we would expect. Low-population aggregates are more common, and the small community provides the matrix in which progress can be most readily recognized. Too, the pyramided complexity of the city is more difficult to harness to a cooperative improvement drive.



Dr. Beggs is administrator of the Nebraska community education project. Dale Hayes, assoc. director, helped prepare this article.

Certain communities, such as Stephenson, Michigan, and Lepanto, Arkansas, persist in their efforts to continually evaluate improvement progress and needs. Others have organized themselves to accomplish a task and then, exhausted from the rigors of an all-out effort, have fallen back to rest on the oars a while. Each type, whether continuing or in a state of suspension, provide us with tangible information which we can use to establish and continue other programs.

There are some considerations that must be constantly under surveillance when improvement programs are analyzed. Although we cannot assume that they encompass all facets of the problem, it seems that they include the main elements of the problem as now conceived.

**Sense of local pride**

In communities where active improvement programs are in operation, there seems to be a strong sense of local pride. This element is described by some as a "sense of community." Its citizens identify themselves with the community and are quick to extoll the merits of their community and citizenry.

Humans want to identify themselves with large units of population. They usually, however, take greater pride in local identification. A good improvement program will capitalize upon this desire and use it as a starting point in community improvement. The roots of this psychological identification are deep and subtle. They are not, however, so intangible that formation and development are impossible. Careful analysis of communication channels and coordinated efforts toward betterment provide a springboard for capitalizing on the trait.

Regional manifestations of a culture should be expressed in the improvement program to make it more truly representative of the interests of the people of the community. The mobility of our population dictates the need for such a regional concept.

A glaring deficiency in school-community relations has been the failure of school to use community resources. The failure of the school to make its resources available to a larger percentage of the local citizens has been equally noticeable. This situation still exists although indications point toward greater inter-institutional cooperation and closer liaison between the schools and those who support them. In many instances, schools are using talented local people to help enrich their curriculum. This practice needs to be greatly extended. Local organizations are more frequently requesting professional staff members to join groups and to serve constructive roles in their organizational development.

**Needs determined by citizens**

Another important phase of any improvement program is that the needs be identified and determined by the citizens in terms of local value-concepts. Since our culture apparently gives rise to a pattern of ever changing needs, it is of prime necessity that those people who are most affected by the environment in any one social aggregate should identify and understand these needs. Resulting improvements can then rationally be evaluated in terms of established understanding.

Often a group in a community rightfully decides that "cooperative planning" is the best way to reach decisions which vitally affect the development and future of a community. They set about studying the problem and gathering data on the subject. An hypothesis is developed and put to test. The only trouble, we find after careful analysis, is that as a group they have been coopera-

tively planning for another group. This pattern is quite common in projects designed to create a better environment for youth.

Faulty recognition of the true needs of young people is the block that causes failure. People need and honestly desire to be creative. Their needs cannot be satisfied by activity alone. All age-groups should be represented in a body that would seek to undertake an improvement program. They should be included in the planning and evaluation of the program. Wrongly, a group can be planned for. Rightly, a group affected by any changes is planned with.

**Involvement creates activity**

Wide participation is an essential element of constructive and progressive programs of improvement. However, valuable as participation is, this action in itself is not enough. The fact that many persons perform some small task under the name of participation has no real educational significance. Wide participation gives no assurance that those participating have really identified a problem, much less understood its ramifications and implications.

It is only when participation has been nurtured into a state of involvement that interest, thought and enthusiasm become inextricably interwoven into the problem confronted and the efforts made toward the solution. Problem identification becomes real and vital. Activity, formerly called participation, becomes alive. Compliance and helpfulness emerge into enthusiastic task performance and higher efficiency.

**Encourage all age groups**

Participation is to be sought as a stepping stone. The real goal is that higher level activity which combines thinking and activity. Involvement will lead to the development of those characteristics which make people capable of understanding. Faith in the democratic process is nurtured. Citizens generate the potential necessary to chart their future.

Young and old alike are creative thinkers. All age groups have their share of analytical thinkers. If members of each age or organized group are involved, each succeeding generation can have the leadership potential to forge and maintain a community spirit that will tend to ensure a continuous search for a better community.

A community-improvement program should be continuous and self-generating. Community problems and needs should be continually analyzed and no physical change alone should be regarded as improvement. The organizational and human aspects of community life should also be improved.

**Extend leadership**

Such a program should not collapse when some one leader, be he educator or lay citizen, moves to another community. Likewise, no one group, in terms of age or affiliation, should be so dominant in a program that extended years of effort by its members result in a gradual advent of apathy and disinterest—or even lack of understanding among the remaining citizenry.

Identification and development of local lay leadership is essential to program continuity. Cooperative planning with wide involvement provides the setting in which such leadership can be both identified and developed.

**Assure continuity**

Program continuity is also made possible by recognizing the young people as partners in the creation of an improved community. Too often they are considered the beneficiaries of adult efforts and thus excluded from the planning and evaluation stages of the program. Their contributions in planning and evaluation are not only valuable in reaching the best decision but vital educational experiences are provided which will benefit the community in future years.

It is important that physical qualities of a community be improved. More important, however, is the change that takes place in people. Unless the sights of the citizenry are raised and projected, such physical improvements as swimming pools or new school buildings are of too little consequence. When the action leading to physical improvement in turn leads to greater inter-organizational cooperation and more sincere individual civic efforts, true community-improvement becomes manifest.

# Changes in Administrative Positions

by ARTHUR V. LINDEN

THERE WAS a time when the superintendent of schools in any community was a respected and digni-



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fied gentleman. He planned the educational program for the schools of his community. Wisely or not, he selected the teaching staff for those schools. And, in a spirit of what I suspect today would sneeringly be called paternalism, he really knew the children in his schools. Knowing them, he also knew their parents, and often their grandparents. Through this knowledge, he was able to give fatherly advice to any one who sought it. He was, in the

real sense of the word, an educator.

At the close of 1955 the superintendent of schools is no longer an educator in that sense. He is an architect as he studies page after page of plans for new buildings. He is a financier as he fights for the approval of new bond issues. He is a public relations man as he addresses innumerable community groups.

**Consultants, assistants help**

To be sure, he is getting more and more help in these activities. Consultants are brought in. New and young members are added to his staff under such titles as "administrative assistant" or "assistant to the superintendent." In 1955, the demand for these younger men far exceeded the supply, indicating that superintendents and boards of education were realizing that additional help must be secured if a superintendent is to do a really professional job.

In spite of that additional help, however, superintendents are more concerned with materialistic problems than with the real task of the schools—the education of the youth.

**Reasons for status change**

What has brought about this change in the status of the superintendency? The basic reason is that "education" has become "big business." Years ago a superintendent spoke rather apologetically about the few thousands of dollars which had to be spent for his school system. Today, he speaks boastfully about the millions of dollars which must be spent for that same system.

Is this change a good one or a bad one?

The superintendent of schools in any community today is one of the most unhonored, unsung and underpaid men in any profession. He is unhonored because he is looked upon as a promoter who seeks only more and more money for what he thinks is an under-supported school system. He is unsung for the reason that he is constantly fighting for that additional support. He is underpaid because, in contrast with other men responsible for the administration of budgets running into millions of dollars, his salary is peanuts.

One looks at the general salary picture at the close of 1955 and sees a curious but really serious situation. During the year, as in several previous years, there was a steady spiralling upwards of teaching salaries. In community after community, salary schedules for teachers were revised not once but several times, each revision carrying the teachers to a higher salary level. No one would argue against such revisions. The law of supply and demand operates in the profession of education as elsewhere.

**"A guy to run our schools"**

However, there was no comparable upward revision in the salary schedules for superintendents. Increases were given in many cases, but they were not enough. Time after time during the year boards of education reluctantly paid a *new* superintendent a salary far above that which had been paid to a retiring superintendent who had been in service for 25 years.

Why should there be this discrepancy?

During 1955 I met with boards of education who were confronted with the problem of selecting a new superintendent. When I asked the members, some of them chief executives in large business concerns, "When you seek a chief administrative officer responsible for the handling of a large budget, do you expect to get him for the salary you mention? You wouldn't expect to find the chief administrator for your own business on those terms, would you?"

The answer, with a few variations, was always the same: "But this is different! We're just looking for a guy to run our schools!"

**Pressures take toll**

Taking stock of the superintendency in 1955, another poignant fact comes to my mind—the terrific and tragic physical toll which the pressures of the superintendency are taking upon its members.

Like many placement men, I attend many conventions. At the AASA regional meetings in 1955, I observed the superintendents I knew. It seemed to me that in just one year, they had grown five and ten years older. I believe the superintendency has become a crippling and a killing profession.

**Where are replacements?**

This realization is coming to other people, too. With more liberal retirement laws, many men are getting out of the profession before they are dead or disabled. They are becoming college professors, college deans, or what have you. I know many of them, and I have heard more than one say, "Today, I'm living!" Too often these days young fellows who should join the gang out on the firing line ask me, "Is it worthwhile?" "Should I take the beating that I know I will take?" "What about my family?" "Where will I be fifteen years from now?"

One of the real problems faced by every placement man today is that of finding younger men who can and are willing to replace the superintendents of schools who are leaving the profession through retirement or for other reasons. Both placement people and superintendents are concerned about the changes that are taking place in the profession of the superintendency.

**Educators not easy to find**

When you lower your superintendent from the status of an educator to that of a glorified business man, you thereby lose educational leadership. Businessmen are easy to find. Educators are not.

When you find an educator, he must be respected. He must be paid a decent salary. He must be given the responsibility for leadership. He must not be asked to merely rubberstamp the decisions of a board of education.

There is, to me, no more honored career in education than that of a superintendent of schools. He is responsible for the educational preparation of children and the professional growth of staff members. Today too many of us have forgotten *that* role of the superintendent.

# Internal Organization Of School Systems

by WILLIAM A. YEAGER
and ROBERT W. BRITTELL

AMONG THE FACTORS which affect the internal administrative organization of local school systems are the following:

*The expanding public school enterprise:* Through consolidation in its various forms, thousands of smaller school units are being welded into more complete school systems, offering expanded school programs and enlarged opportunities. This includes adult educational programs and pre-school education as well as many additional types of specialized services.

*New services and better facilities:* This expansion of the public school enterprise has resulted in demand for more adequate school facilities. Cooperative school planning; central school sites and larger and more complete school buildings; school transportation; business and supply management; cafeteria, health programs, psychological services, recreation; and revised schedules providing for a longer school day in order to make these opportunities available are administrative problems that accompany these new developments.

*Human relations:* Better understanding among all staff members through effective group practices has continued to influence internal administrative organization. This factor is revealed in many forms in the "flow" charts which permeate the literature. Releasing the power from within the staff through the exercise of group dynamics is leading, principally, to the modification of the spirit of the organizational pattern, rather than its form.



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*A new concept of educational leadership:* This is perhaps the most interesting as well as challenging development in educational administration. A new type of educational leader is emerging, one prepared to deal more adequately with educational and community problems. Such a leader understands and practices the democratic ideal and applies sound business and professional practices in the exercise of his role.

### Specialized tasks

*Professional personnel:* Perhaps the most outstanding phenomenon has been the growth in the professionalization of all personnel. This is characterized by new concepts of educational leadership, better preparation of classroom teachers and administrators and specialized personnel of all types, including the non-instructional personnel necessary to perform the variety of services now characteristic of modern school systems. Teachers' professional organizations and labor union affiliations assist in dealing cooperatively with problems affecting the staff.

*Better understanding of children:* Great progress has been made in applying known principles of teaching and learning in the educative process. The application of the principle of individual differences to exceptional children of all types has called attention to an administrative neglect of long standing, with resulting modification in the administrative organization.

*Research:* The findings of educational research have modified administrative organization in many ways: through such studies as those sponsored by the CPEA, pertaining to administrative qualifications, training programs, job characteristics and related problems; through statistical studies of administrative practice and their relation to elements of school quality and community development; through psychological and psychiatric studies of problems of human growth and development; through studies dealing with specific facets of the school program with resulting modification of the school organization, as in guidance and curriculum development; and through studies relating to building facilities, efficiency and economy, as carried on by industry, government, the armed forces and school agencies.

*Awakened public interest in education:* There are many evidences of an increased interest on the part of the public in the educational enterprise. This has been evidenced by the growth of citizens' committees, parent-teacher associations, adult education, as well as a growing awareness on the part of school administrators that the layman has a contribution to make to educational planning.

*The community school concept:* The community school is the school of the future, designed to improve community living. Through education the cultural heritage is transmitted and improved. Since this is a cooperative undertaking of considerable magnitude, its impact on the internal organization of a school system is obvious.

### Authority and responsibility

Some modifications of the traditional internal administrative organization have resulted from these new developments.

While the concept of authority and responsibility must remain the essential characteristic of any phase of internal administrative organization, two modifications are apparent. These are the inclusion of more of these enlarged functions within the organizational pattern and the application of the principle of shared responsiblity.

The *vertical* concept of superimposed authority and functional responsibility is giving way to a *horizontal* (flowing) type of chart in

which the direction is onward rather than downward, and to the *circular* or spiral type in which the directional flow begins with the community on the periphery and flows inwardly toward the pupil as the focal center.

Good internal administrative organization applies the democractic cooperative principle in all aspects of the enterprise *where group processes are most effective*, a good example being curriculum development. It reduces the number of administrative levels as far as possible by providing channels through which top leadership maintains wholesome contacts with all employees, and by decentralizing certain administrative functions to stimulate greater assumption of educational leadership at the community level. Community-council groups and resource persons of all types are clearly indicated within the administrative organization as to place and function. Such sharing of responsibility, if properly organized and administered, brings about a feeling of belonging and a pride in mutual achievement.

Pupil personnel services are clearly indicated with enlarged functions, services and personnel. These include attendance, testing and psychological service, guidance, and counselling, placement and others, operating on all levels. In the larger school systems, the curriculum coordinator is closely associated within this area. He has definite responsibility for the improvement of the educational program and works in close cooperation with all personnel and resource persons.

**Adopt unit control**

We are moving definitely in the direction of unit control with adaptations according to the size of the school system. As we learn more about educational finance, the ability of the schools to provide the needed support becomes an important factor. In addition, there are ever-changing problems of administration and staff competency and board policy, with community conditions varying widely in this respect. All have a significant effect upon administrative organization.

At the local level, the country or regional (intermediate) unit of organization is undergoing a major transformation in most states, becoming a service agency and relinquishing its direct administrative and supervisory oversight of local schools. Supervision, for example, although undergoing marked changes as to procedure, is becoming a function for local administration and must be provided for in the internal organization. Newer concepts in supervision such as workshops and conferences are illustrative of these newer tendencies.

# School Equipment Trends

by WILLIAM W. CAUDILL,
WILLIAM PENA
and L. S. RICHARDSON

THE NAVY HAS A SAYING, "If it doesn't move, paint it." It became apparent in 1955 that the school executives have a similar saying, "If it doesn't move, we don't want it." At least, that's the case in school furniture and equipment.

We found out through a poll of outstanding architects that they, too, are in favor of movable furniture and equipment. Architect Lee Cochran, of Perkins and Will, states that, "The trend during 1955 has definitely been toward movable furniture." And he likes the trend. A reply from Ketchum, Giná and Sharp says, "We've been trying to get most of our equipment either flexible as to the point of reattachment or actually free to push around." Architect John Carl Warnecke also says he wants "more movable and better manufactured type of equipment." His reasoning is this, "My real interest is in providing better structures, and the more we can get the clients away from wanting us to project all the minute details of certain types of equipment, the better job we can do in designing buildings."

We like movable furniture too, and we're glad 1955 gave it a real boost. There are a lot of good things about furniture and equipment that happened in 1955, but before we enumerate them we have this gripe: 1955 certainly let us down in producing really comfortable, low-cost desks and chairs. These items are available for business and industry, why not for schools? One teacher has said that the problem would be solved if furniture designers would try to sit for six or seven hours a day in the kind of seats they have foisted on her children.

We think there are a lot of other things that should have come out in 1955 but didn't, and we're going to



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Trend #1 Caudill, Rowlett & Scott, arch.



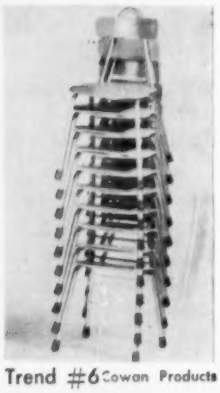
Trend #2 Caudill, Rowlett & Scott, arch.



Trend #3 Brunswick Cabinets



Trend #5 Alonzo Harriman, arch.



Trend #6 Cowan Products



Trend #7 Educators Manufacturers Co.



Trend #8 Caudill, Rowlett & Scott, arch.

list them. But first, let's start with the good developments that did come about.

**Favorable trends in 1955:**

1. The one-foot tackboard above the blackboard, found inadequate to take care of the large visual aids and pupil displays, is being replaced by entire walls of tackboard as well as chalkboard. We think that many schools have saved money by specifying tackboard all the way to the floor.

2. The steel locker with its inadequate storage space for children's wraps has finally met strong competition in individual architect's designs. Educators do not object to steel as a material but wonder why noise cannot be eliminated. We believe that bumpers and undercoating might solve it.

3. Movable and modular cabinets are crowding out stationary ones to meet the needs of activity learning. Here's the big change in 1955.

4. A few schools have depended solely on movable cabinets for subdividing the classroom wing into individual classrooms and these cabinets are taking the place of partitions.

5. The fixed desk has little hopes for resurrection and its immediate successor, the once-popular sloping top desk-chair combination, is losing ground to the more versatile table and chair.

6. The Americans, ten years behind the English, finally produced quantity stackable desk and chair units.

7. Durable plastic-finished table and desk tops are competing price-wise with wood.

8. The so-called teaching space divider—movable partitions of chalkboard, tackboard and pegboard—was labeled by one educator as "the hottest thing in schools today." (In order to comply with an obsolete fire code, one state attorney general ruled that these partitions were furniture.)

9. Cabinet work has become more



Trend #10 Moduwall, Inc.



Trend #12



Trend #14 Fleetwood Furniture



Trend #15 Caudill, Rowlett & Scott, arch.

integrated in classroom design. At least two manufacturers of heating units are marketing cabinets that match their units in order to achieve an integrated wall.

10. Another manufacturer came out with an "erector set" arrangement whereby the teacher can easily rearrange book shelves, tackboards, chalkboards and small cabinets to the location and height of his choice.

11. One furniture manufacturer finally discovered something the kids knew all the time: bright colors are nice in the classroom.

12. Because of their versatility, trapezoidal tables became more popular during the year.

13. High schools began to appear without lockers. The students had coat hangers and racks just like those found in any good restaurant.

14. Fabrication technology brought about more uses of molded plywood and plastics and bent tubing.

15. The student center, or commons, brought the manufacturers of living room furniture into the school business.

16. Several manufacturers came out with science room perimeter equipment which leaves the center area free for discussion, demonstration and experimentation. We think this is one of the nicest things that has happened to science education.

17. Decentralized dining brought manufacturers of hospital food carts into the school business.

Now that we have listed some of the nice things that have happened in 1955 through better furniture and equipment, let us enumerate a few of the things which didn't come out and are long overdue.

**What *didn't* appear in 1955:**

1. Comfortable and light-weight seating.
2. A good-looking, functional and noiseless manufactured locker.
3. A good daylight screen.
4. Sound-proof portable partitions.
5. Movable cabinets of modular depth and height as well as width to keep the classrooms from looking cluttered.
6. Competition for stackable chairs and tables.
7. Really attractive and light-looking, not box-like in appearance, movable cabinets in large sizes.
8. Manufactured storage walls for schools.
9. A low-cost, design-refined teaching space divider.
10. Durable mats or cushions for younger children to use in informal learning groups.
11. A portable screen arrangement (like an open phone booth) which would provide a soundproof situation for separate learning groups.
12. Intra- and inter-school closed circuit television at a price most school districts can afford.
13. Low-priced air conditioning for schools in the South and West.

Mass production of classroom furniture and equipment will result in economy, but mass production must not occur or continue until design satisfies needs. The public must be made aware of the benefit of comfortable and usable furniture and equipment to the educational program. We hope that school board members and school administrators are beginning to realize that furniture and equipment budget reserves are not wisely used as "cushions" for building construction. Manufacturers are waiting for suggestions from us. Let's help them out in 1956.

# The Changing Character Of the Job

by WAYNE O. REED

CHANGES AND PROBLEMS in the administration of elementary and secondary education intensified during the past year. The effect is most clearly seen in the problems related to the Supreme Court decree on desegregation in the public schools. Enormous problems in realignment of attendance areas, in school housing, assignment of teachers, in financing the schools and even in school programs have been created. Some communities have almost completed programs of integration while in others the problems are so great that little change has been made.

Other changes, both progressive and problematic, are evident to some degree in terms of specific events. Some states have appropriated more money for education, some have made changes in the organization of education at the state level and some have made advances in district reorganization and in the construction of school buildings.

There is continuous change in the size of the job to be done. Enrollments in the public schools from kindergarten through grade six will increase from about 19,755,000 pupils last year (1954-55) to about 20,683,000 pupils this year—an increase of 928,000 pupils or 4.7 percent. In the intermediate grades (7, 8 and 9) enrollment will increase from about 6,323,000 to 6,605,000 pupils, or 4.5 percent. In the senior high school (grades 9-12) the enrollment will increase by 3.3 percent from 4,586,000 to 4,738,000 pupils. These increases of 1,362,000 pupils (which are greater than the entire enrollment in the state of Ohio in 1951-52) will demand an addition of some 47,000 teachers.

At the estimated rate of current expenditure of $275.00 per pupil in average daily attendance in 1954-55, this year's increase in pupils will add about $318 million to the total current expenditure. As the peak of increased enrollment moves into the high school grades, the rate of increase in expenditure will be greater, since high school education costs more per unit than elementary education.

In 1955 many states sought ways of modernizing and revitalizing their state educational machinery. Here again the growth and expansion of public education was the driving force.

Educational surveys were conducted or completed in Arizona, California, Florida, Mississippi, North Carolina, Tennessee, Texas and West Virginia to provide legislatures and others concerned with facts and proposals needed as a base for action.

Structural changes were made by some states that will have far-reaching effects on education for years to come. North Dakota, for example, created a state board of public education and made this agency the regulatory leadership board for vocational education, furthering the coordination of vocational education with other parts of the elementary and secondary education programs.

In South Dakota a new school code was adopted by the legislature. The South Dakota State Board of Education was made the regulatory leadership board for the common school system with power and responsibilities which enable it to establish appropriate statewide policies for education. North Carolina created a state regulatory leadership board for higher education. This action reflects the trend throughout the nation of having two coordinate major boards of education in a state—the state board of education for the common school system, and a state board of higher education for colleges and universities.

**Efforts to raise funds**

In Ohio the legislature took steps to implement the recently adopted constitutional provision for a state board of education that would appoint the chief state school officer.

The movement to improve local school district organization, which began accelerating after the mid 1940's, showed no indication of coming to an immediate end. Probably the most striking, and certainly the most comprehensive, redistricting action took place in Nevada where the legislature, following the recommendations of a statewide survey completed the year before, reorganized all the state's local districts into seventeen county administrative units.

Elsewhere, efforts were concentrated almost wholly, as in former years, on making the more permissive types of reorganization programs more effective. Existing reorganization was materially strengthened both in Washington and South Dakota, and was being studied by special state commissions or legislative groups in a number of others to determine needed improvements.

With the current emphasis on planned reorganization programs of a permissive nature, many of the techniques and procedures used successfully were developed by state and local leaders active in the programs.



Dr. Reed is assistant commissioner for the Division of State and Local School Systems of the U.S. Office of Education. Acknowledgment is given also to the staff members of the Division of State and Local School Systems and the Research and Statistics Branch of the Office who assisted in summarizing some of these changes.

While the necessity for sound redistricting legislation or the importance of favorable school finance provisions are not lessened, findings indicate that the key processes are essentially educational and involve lay citizens. Such processes call for exercise of democratic imaginative leadership of democratic imaginative local level.

Tremendous efforts have been made by local school authorities and by local taxpayers to raise the funds demanded by increased enrollments. Totals cannot be compared with those for other years until the taxes are collected and reports of school expenditures submitted to county and state offices of education for summarization. In contrast, funds appropriated for schools at the 1955 sessions of state legislatures were in many cases much larger than amounts provided in former years. Increases for some states reached as high as 20 to 30 percent above previous appropriations.

**Improve state finance plans**

Increased state funds for schools have emphasized the need for improved state school finance programs. Experience has shown that it is easier to change state plans for financing education during periods when state appropriations for education are on the increase rather than when they are stable or on the decline.

There has been widespread study of the foundation plan of financing schools. Many states have created special purpose funds for encouraging experimentation, but have found it difficult to absorb them into a comprehensive program of education. Widespread study has been made of assuring equity under the state finance plans.

**Ever-growing building demands**

The responsibility of the school executive to organize and administer his school building program to meet the ever-growing need for classrooms was never greater than now. The *Report of the Long Range Planning Phase of the School Facilities Survey*, to be published this spring by the Office of Education, reveals that the states have projected school construction programs for approximately 476,000 public elementary and secondary classrooms and related facilities during a five-year period from September, 1954 to September, 1959.

During the first year of this five-year period it is estimated that approximately 60,000 classrooms were constructed. This means that it will be necessary to construct 104,000 classrooms and related facilities each year through 1959 if the states are to achieve their projected construction plans. This will represent a nationwide investment in school plants far in excess of any school construction program to date.

Another development in American education which is becoming more obvious year by year is the effort to better serve the child with unusual needs. In the United States, there are estimated to be between four and five million school-age children and youths who have exceptional educational needs. They are the children for whom the regular school program does not provide an environment conducive to their best possible development or who are not able to attend school at all.

# The Role Of the Educational Consultant

by KARL T. HEREFORD and DONALD J. LEU

SCHOOL PLANT CONSULTANTS in 1955 devoted less than one-fourth of their time to actual consulting. Few colleges or architectural firms retained full-time educational planners on their staffs. While state education agencies provided the great bulk of full-time school plant consultants, most of them were so bogged down in approving building plans and enforcing state codes that little time was left for working directly with local planning groups. Consequently, few districts had at their disposal an experienced full-time specialist in school plant problems.

These facts were brought out in a study, conducted by the authors for this issue, on school plant consultant services provided in 1955. This report and the accompanying tables are based on responses to questionnaires sent to 750 school architects, 48 chief state school officers and presidents of 1150 colleges and universities. The questionnaire attempted to determine the kinds and extent of school plant consulting services provided by various individuals and agencies.

Historically, the school plant consultant served as a "general expert" in all matters related to school plant needs. A few universities embroidered on this basic pattern by establishing "survey teams" — groups of experts in related fields such as school plant, finance and instruction.

The consultants' stock-in-trade was the traditional "survey of needs". Estimates of future enrollments, assessments of the adequacy and capacity of school sites and facilities and estimates of districts' financial ability. Passing reference was some-



Dr. Hereford (left), former associate editor of *The School Executive*, is now assistant professor of administrative and educational services, Michigan State University. Dr. Leu, prior to becoming associate professor at Michigan State, was consultant to the New York State school building commission.

**EXTENT OF SCHOOL PLANT CONSULTING SERVICES**

| | Architects | Colleges and Universities | State Education Agency |
|---|---|---|---|
| Provide consultant service | 53% | 28% | 90% |
| Provide full-time consultant | 10 | 7 | 75 |
| Provided service for more than 5 years | 37 | 22 | 38 |
| Provided service for 5 years or less | 30 | 44 | 46 |
| Fee schedule | Usually included in total fee | Expense reimbursement or per-diem fee | Usually expense reimbursement for extended services |

times made to the individual districts' educational programs.

In 1955, the survey of need was still the most common service rendered by school plant consultants. Some consultants, however, attempted to go beyond the determination of need and to strike directly at the heart of the educational planning process. Frequently, they recommended procedures for selecting architects, criteria for evaluating school sites and facilities and procedures for envolving school staffs, students, interested citizen groups and other community agencies in the planning process. A few consultants went even further to help local planning groups develop program specifications and to assist the architect in interpreting them.

In expanding the types of services rendered to local districts, consultants inadvertently raised five major questions:

1. How adequate is the so-called "one shot" solution in which local groups or outside consultants develop static master building programs to be reviewed at infrequent intervals?

2. How effective is the use of outside consultants in determining local district needs? Should architectural firms who are financially affected determine need? Should other outside consultants not affected by their own recommendations determine need? On the other hand, can local districts, utilizing outside personnel, efficiently determine their own needs and formulate effective recommendations?

3. Should architectural firms make major educational decisions? In the absence of strong educational leadership, some architects have had little choice but to design both buildings and educational programs.

4. On the other hand, 1955 found educators attempting to make architectural decisions. Such practices grow out of a continuing preoccupation of educators with the technical details of school plant design and construction.

5. What role should state departments of education play in school plant planning? Is their primary function to establish and enforce building codes? Or may they render greater service by assuming an increasing role of leadership such as research, publications and advisory services to local districts?

It would seem likely that local superintendents will assume stronger coordinative and leadership responsibilities in planning while demanding more professionalized outside consultancy services.

Progress in educational planning, however, is limited by such barriers as: how to focus ideas and competencies of qualified people on planning problems without the luxury of time; how to shake local school staffs loose from traditional, lock-step thinking and stir them to assume leadership roles; how to determine the educational worth of various design solutions; how to stimulate as well as select creative architects; and how to apply research findings to school plant planning and design.

The worth of educational consultancy services is perhaps best measured not so much by "pat" solutions to individual district problems, but rather through the consultant's contributions to the removal of such barriers to planning.

**TYPES OF CONSULTANT SERVICES RENDERED TO LOCAL DISTRICTS**

| Types of Services Rendered | By Architects and Their Educational Consultants | By College and University Consultants | By State Education Agency Consultants |
|---|---|---|---|
| Conduct surveys of need for local districts | 48% | 82% | 60% |
| Project enrollments | 18 | 66 | 24 |
| Recommend architect | .. | 4 | 4 |
| Recommend building programs | 71 | 78 | 70 |
| Recommend school sites | 77 | 61 | 80 |
| Assess existing buildings | 68 | 77 | 70 |
| Recommend school organization | 21 | 62 | 49 |
| Develop guides or similar materials for local school use | 18 | 35 | 75 |
| Recommend planning procedures | 62 | 66 | 80 |
| Assist school staffs in determining local needs | 53 | 75 | 78 |
| Assist architect in development or review of building plans | .. | 49 | 82 |

# Programs In Adult Education

by PAUL L. ESSERT

ADULT EDUCATION is becoming an integral part of public education policy, program and budget. Administrators and boards of education no longer regard it as a luxurious "fringe activity," but as a fourth level of education, along with the elementary, secondary and higher educational levels.

In 1955 the U.S. Office of Education created a section for the improvement of adult education, with a full-time staff headed by Ambrose Caliver, a leader in the field.

A decade ago, two national organizations struggled to share a membership of 3,000 to 4,000 in all areas of adult education; in 1950 these organizations voted themselves out of existence and formed the Adult Education Association with a separate affiliate called the National Association of Public School Adult Educators. In 1955 the affiliate alone had approximately 3,000 members, and the overall membership of the AEA in August was 13,480. The circulation of its periodicals, *Adult Leadership* and *Adult Education*, has reached over 20,000 member and non-member subscribers.

**Increase service to members**

The AASA and American Association of Junior Colleges have representatives on the Council of National Organizations, an affiliate of the AEA, which brings together approximately 130 national organizations to study their respective roles in the total adult education movement.



Dr. Essert, professor of education, is executive officer of the Institute of Adult Education, Teachers College, Columbia University.

The growth in membership in these national organizations has been accompanied by increased expenditure for services to members and the adult education movement. National philanthropical foundations have also become increasingly interested during the last decade in experimental and developmental work in adult education.

State agencies also improved facilities for adult education during 1955. Nineteen states and the District of Columbia made specific provisions for state aid to local communities for general adult education, and ten made reasonable, though by no means adequate, appropriations to encourage widespread local public school and junior college development of adult education.

**State departments cooperate**

The year also saw the launching of an experiment in which selected state departments of education cooperate with the National Association of Public School Adult Educators to develop state leadership in public school adult education. Colorado and Minnesota, aided by a grant from the Fund for Adult Education to the AEA which is administered by NAPSAE, have appointed full-time state directors of adult education. The theory behind the experiment is that local initiative depends in part upon creative state leadership. The results in Colorado, after one year, seem to justify the state's modest expenditures for such leadership and leave little doubt that local initiative is stimulated; the Minnesota experiment was launched too late in 1955 to indicate results as yet.

Other states, such as New Jersey, have recently enlarged the positions of part-time supervisors of adult education to full-time, putting these leaders in a better position to offer help to local boards of education, even where state financial aid to local communities has not yet been provided. There are now 25 full-time or part-time state directors of adult education.

**Public supports state aid**

In California, which has had a high quality of state department leadership and state aid for adult education to local communities for many years, attempts were made to reduce the amount of state aid. However, though some minor modifications were made in the program, the people in general gave it strong support as an integral part of the public educational system.

In 1945 there were about 1.5 million adults enrolled in all types of local public school adult education activities. Projection of studies made in 1952 on a nationwide scale would indicate that in 1955 there were 3 million adults enrolled in public school and 400,000 in public junior college adult education activities. This growth of local facilities is not limited entirely to the larger cities. While 98 percent of cities of over 150,000 people maintain an adult education program, over 65 percent of the cities with 9,000 to 35,000 also have adult education programs in public schools.

**Money adds participants**

In 1955 approximately half of all cities of 2,500 population or more had at least a part-time director of adult education. Full-time directors are found in half the big cities, in one in five of the middle-sized and in only one out of twenty of the small cities, rural areas, county systems and junior colleges. Many rural communities have taken steps to remedy this situation by the joint hiring of full-time directors.

A report on *Financing Adult Education in America's Public Schools and Community Councils* by Edward B. Olds indicates that the most rapid and extensive development of adult education takes place in those com-

munities which benefit by local and state public support, and that this support even at the low expenditure of 35 cents per adult would increase participation equal to 3 percent of the population. In some states 91 cents per adult in the population was spent on adult education, of which two-thirds came from state and local tax funds.

In those communities still supported primarily by fees, only those able to pay may use the facilities. But increasingly localities and states are working toward the goal equality of opportunity.

The record of the year is an indication that the American people are taking adult education seriously and will increasingly integrate it with other levels of public education. Public schools tend to use their entire plant facilities for adult activities, and as new buildings are planned, adult uses are included in the prospectus. Public junior colleges tend to become community colleges by adding adult education to the previous pattern of "terminal courses" and "university parallel" courses.

Many school and college administrators are now raising questions about the depth and character of adult education. When an inquiry was sent to over 200 administrators asking what questions they had about adult education, their responses showed concern with the qualitative aspects of adult education rather than the quantitative.

The year 1955 may be seen as something of a turning point in moving the public school and public junior college administrator and teacher towards the status of a profession. It is estimated that there are approximately 87,000 people in part-time or full-time positions in public school adult education alone. Public junior colleges are adding specialized professional staff for directing adult education.

If this group and others could be reached by professional in-service or pre-service programs, much progress would be made in the development of a profession. The National Association of Public School Adult Educators is providing valuable opportunities for professional growth in workshops, literature, research studies and leadership training opportunities. State and regional associations of adult educators now exist in more than 30 states which are aiding in developing standards, exchanging ideas and conducting research. Fourteen universities are offering graduate courses leading to advanced degrees in adult education, from which the research of graduate students is adding substantial knowledge to the field. Scholarships have been provided by the FAE for voluntary part-time and full-time professional students.

But the year 1955 is probably most significant in the production of literature and research dealing specifically with the problems of adult education in public schools and junior colleges. Mather's study of the *New American School*, Kempfer's *Adult Education* and Snow's *Community Adult Education* placed particular emphasis on the role of public school adult education.

The National Association of Public School Adult Educators has been publishing two instructional aids, *Helps and Aids* and *Swapshop* for adult education teachers and administrators. At the close of the year NAPSAE also published the *Handbook for Administrators of Public School Adult Education.*

Public school and public junior college education is still predominantly vocational. In a society that places a high premium upon the development of technological resources, this is necessary. Yet there are evidences that in 1955, increased emphasis is being given to adult education for social skills and for public affairs. The Urban Public School Study points out that "of every five participants, two are taking vocational studies, one cultural, another is seeking social skills, and the other is taking part in public affairs programs."

**Planning helps solve problems**

Adult education program planning is increasingly designed to assist the community in meeting its social and civic problems as well as its technological shortages. Public schools and junior colleges are relating their work to voluntary associations, autonomous groups, civic and governmental agencies.

At a time when school and college administrators are faced with increased enrollments, teacher shortage, plant and facility shortage, public criticism and evaluation of policy, program and budget, adult education might be regarded as simply another drain on an already overloaded staff and inadequate budget.

However, the experience of such states as New York, California, Wisconsin, Connecticut, Michigan and others indicates that modest expenditures for financial aid to adult education does not impair the quality of education for children and youth. In fact, a comparison of the quality of education in these states with others not offering adult education programs suggests that adult education has enhanced the quality of all other levels of education.



An adult education study showed that two out of five adults enrolled last year took vocational studies, such as dressmaking shown here. The balance favored social skills and public affairs programs.




*Danish schools for handicapped children, such as this Copenhagen school for speech handicapped, are in the Ministry for Social Affairs.*

# School Administration Abroad

by OLIVER J. CALDWELL

MORE MONEY WAS SPENT in 1955 to educate more children in more schools in more countries than ever before. This is the impression I received during a visit to a number of countries around the world in which the United States Government has been asked to cooperate in the promotion of public education.

As education becomes big business around the world, there is a growing interest in the problems of educational administration. It is difficult to do justice to an international movement of such dimensions and significance. This article will attempt to describe briefly what is happening in a few countries.

*Denmark:* This was the first year for the operation of the Ministry of Education under a reorganization begun in 1954 bringing administration in harmony with the organization of the schools. Upper and lower secondary schools were transferred, together with the universities and other scientific schools and colleges, museums and the academy of art to the department through which the rest of the educational system is administered. Vocational schools remain in the Department of Commerce; schools for handicapped children remain in the Ministry for Social Affairs.



Born in China, Dr. Caldwell is assistant commissioner for international education with the U.S. Office of Education.

*Belgium:* In 1953, a school and university buildings fund law was passed providing a building fund separate from the ordinary budget for each level of instruction. A substantial amount was set aside for construction purposes to be expended over a five year period. Of this 35 percent is for secondary education, 25 percent for higher education, 15 percent for technical education, 5 percent for teacher training, and 20 percent for other purposes including the teaching of music and art. During the current year the operation of this plan was complicated by serious attacks on the Government resulting from dissatisfaction among religious groups with the distribution of school funds.

*German Federal Republic:* Here education is the concern of the individual Laender. To promote unity the ministers of education of the Laender have formed a Permanent Conference of the Ministers of Education. In 1954 the Federal Minister of the Interior and the Permanent Conference of Ministers of Education jointly set up the German Committee for Education and Teaching. This Committee of 20 members worked during 1955 to promote the development of German education and teaching through advice and recommendations.

*Norway:* A new law on "Experiment in Schools" is now in operation which provides for the establishment of a council on experiments. Before a decision is made regarding the setting up of an experiment the council must submit plans to the Ministry of Education. Experimental activities are permitted in primary, continuation, secondary, folk high and special schools, teacher training colleges and vocational schools. They may cover the organization of schools as well as curricula and other educational problems.

*Soviet Union:* Reports in Soviet publications indicate that administrative decentralization appears to be in process throughout the Soviet education system both as a result of the recent rapid increase in Soviet school enrollment and the re-emphasis on technical and academic competence. The rapid expansion of secondary education has made it necessary to give local administrative organs more authority in keeping

a check on academic standards and in carrying out variations in the standard syllabi to meet regional and national minority needs.

In Soviet higher educational institutions recent reports indicate that much more autonomy is being given universities and institutes. The academic council of each higher school is to have authority over local college problems. Present policy favors directors with recognized academic competence. It is now admitted that the attempt to safe-guard ideological interests by filling key positions with politicians and yes-men produced neither good Bolsheviks nor good scholars.

The re-emergence of the powerful Ministry of Higher Education headed by a man who is both a professor and a research scientist is an example in point. Following the death of Stalin in March 1953, Malenkov consolidated the various Soviet ministries, and in the process the Ministry of Higher Education, the Ministry of Cinemaphotography, the Committee on Art, the Radio Information Committee, the Chief Publishing Directorate and the Ministry of Labor Reserves were merged into a single ministry—the USSR Ministry of Culture. The re-formation of the Ministry of Higher Education just a year later was in keeping with present Soviet policy which wants ideologically loyal, but also technically competent, youth.

*Chile:* The Department of Superintendence is a unique entity responsible to the Ministry of Education. Originally established in 1953, it consists of three organizations united under the Superintendent. They are a National Board of Education, a Technical Office of Educational Research and Special Services and a National Educational Fund. The National Board of Education is composed of 27 members representing national education both public and private. This Board holds weekly meetings to study important educational problems. Its recommendations are executed by the Superintendent or sent to the Minster of Education for consideration.

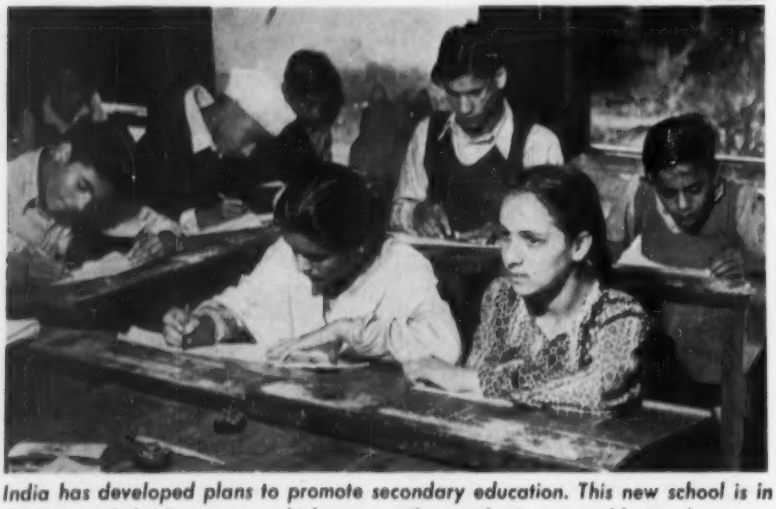
*Guatemala:* Early in 1955 in Guatemala City was held the first Congress on education. This recommended the creation of some 300 permanent education commissions to function as rural family centers for economic, hygienic and educational improvement. The Congress was called by the Minister of Education. The programs that it initiated will be the joint responsibilities of the Ministers of Health, Education and Agriculture. A second Congress is now being planned.

*Liberia:* Two new developments are evidence of substantial progress. First, a new salary schedule for elementary and secondary schools of the Republic has been prepared and should attract able men and women to the profession of teaching. Secondly, to solve the urgent problems created by the wide distribution of Liberia's rural population, the Department of Public Instruction has developed a new rural elementary community school district plan. This is similar to the nuclear schools system which has been developed in Bolivia, Peru and Ecuador. At the center of each district will be a larger community school which will assume the responsibility of supervising educational developments in outlying communities. The curriculum will give special emphasis to fundamental education, health problems, agriculture, industrial arts and to the in-service training of teachers in the small satellite schools.

*Gold Coast:* This colony is scheduled to attain its political independence in 1956 and will probably be known by its traditional name, Ghana. The Prime Minister, Mr. Nkrumah, and several members of his cabinet were educated in the United States. They are making a determined effort to develop a system of free and compulsory education. Recently the first four years of elementary school were made both free and compulsory. This has imposed a heavy drain on the educational and financial resources of the country. This move towards education for the many, as opposed to the current system of education for a selected few, has created numerous administrative problems and is being strongly opposed by certain conservative groups.

*Ethiopia:* This kingdom has adopted a ten-year plan which will enormously extend the present educational system. The rapid development of education in this fascinating country warrants the attention and support of American educators. It is possible that during the next ten years a larger proportion of the governmental budget will be devoted to education than in any other country of the world. Special attention has been given to promoting the development of a corps of trained educational administrators to take over the new responsibilities which grow out of the

Unations



*India has developed plans to promote secondary education. This new school is in the heart of the Terai area which was, until recently, impenetrable jungle.*

rapid development of education. During 1955 the new salary schedule for teachers, a model of its kind, was put into effect and attracted to the profession of teaching a disproportionately large number of the best young graduates of the secondary schools of the class of 1954.

*Lebanon:* The reorganized Ministry of Education now consists of the following administrative units: Central Administration, the Lebanese University, Elementary and Upper Elementary Directorates, Secondary Education Department, Teacher Training Department, Physical Education and Scout Department, Directorate of Antiquities, the National Institute of Music and the National Library.

*India:* The first of three five-year plans designed to make Hindi the official language of India was started during 1955. According to an official statement this program will make it possible for English to be replaced by Hindi at the end of 15 years. Another of the many interesting events in India is the development of a project designed to promote and improve secondary education.

*Formosa:* A new educational policy is based on the principle of equilibrium. Matters of national interest will be under the control henceforth of the central government and matters of local interest will be dealt with by local governments. This will create a balance of power between local and central authorities. Also, the Minister of Education has recently established an independent Bureau of International Educational and Cultural Relations.

**Foreign educators U.S.-trained**

During 1955 a substantial number of educational administrators from overseas were guests of American educational institutions. The Office of Education arranged training programs in the United States for about 700 educators financed by the Foreign Operations Administration. Of these, 110 from 19 countries were in the field of school administration. The Office also arranged programs for 304 educators on funds transferred to it by the International Educational Exchange Service of the Department of State. Of these, 66 were in educational administration, and they came from 21 different countries. The United States is playing an important role in advising educators from a large number of friendly countries at this time. Fields of special interest are vocational education administration, elementary school administration, secondary school administration, the administration of higher education and educational supervision.

# Retirement Trends

by WILLARD E. GIVENS
and JOY ELMER MORGAN

THE PROBLEMS of retirement are increased by the attitude of the general public toward older people and their place in society. One might ask, "Have Herbert Hoover and Winston Churchill retired?" Both are past 80, but are still using their talents intelligently for the benefit of society.

Each one can look about him and see many people past 80 who are still useful citizens—people who are enjoying "the last of life for which the first was made."

The average life expectancy at birth in the United States has increased from 40 years in 1850, to 48 years in 1900, to 69 years in 1955. There are about 14 million persons in our country who are 65 or over and the number is increasing at the rate of more than 1000 each day. With a compulsory retirement age commonly fixed at 65, this gives us an immense reservoir of talent among persons who have had rich experience and whose best years may well be ahead.

But will our country use or waste their talents and services? Are we facing or evading our retirement problems in the field of business, industry, education, government and community life?



Since retiring as executive secretary of NEA, Dr. Givens is chairman of the board of Senior Citizens of which Dr. Morgan is president.

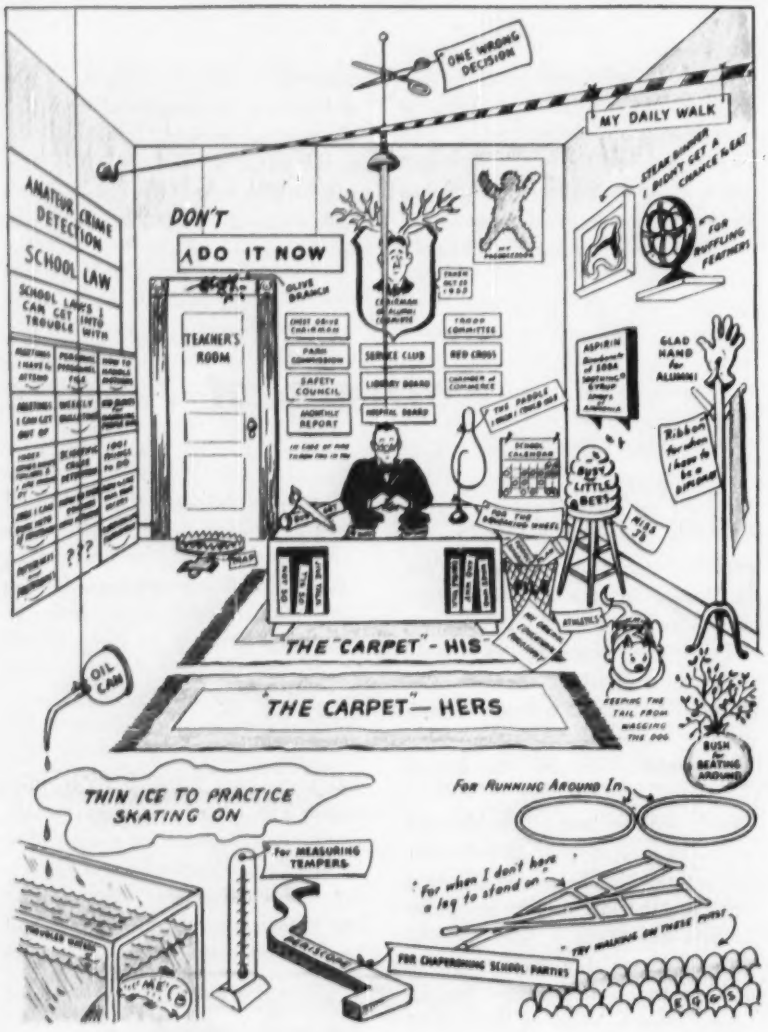
Most students of the problem of aging agree that preparation for the later years should begin early in life, and that after 40 there should be careful planning for the years that will follow retirement.

Definite plans for retirement of executive officers in schools and colleges upon a broad basis is quite recent. The 1935 Social Security Act emphasizes the need for more action in this field. Competition in attracting and holding able executives in our school systems and colleges will tend to increase better retirement plans.

**Age weak standard**

The timing of executive retirement involves the difficult problem of trying to eliminate the ineffective and yet retain the able. The rate of both physiological and mental decline varies among individuals. Some lose effectiveness at an age when others seem to gain it. Thus chronological age has its weakness as a basis for fixing retirement. Medical examinations can be useful in supplementing age as a basis for determining the proper time for retirement. Cooperation with geriatricians, psychologists, psychiatrists, sociologists and others may help in the future to arrive at a more defensible retirement standard.

In any event, we must make sure that the able and strong executives of our schools and colleges who have retired will still be able to use their knowledge and experience to the best advantage of society.




# The Home Life of a Superintendent

by CARL BYERS

THE HOME AND COMMUNITY life of a superintendent might well be likened to that of an elevator. It has its ups and downs and its stops and jerks. The ups and downs aren't minded, and the stops don't distract too much, but we could get along nicely with fewer jerks, especially those who seem educated beyond their intelligence.



Dr. Byers, superintendent of the Parma, Ohio, public schools, is known as the philoso - funster when he lectures.

Every superintendent is busier than any other superintendent. Each has less home life and more community activities than his fellows. A superintendent is only one person, but meetings are many, and he's expected to be there. If community life is in a dither, with everybody running hither, thither and "yawn," it's because of too many meetings. I've concluded that meetings are places where people go to learn how to do better the things they don't have time to do anyway—because of too many meetings.

With the christening of infants becoming an assembly-line ceremony in many communities, the problem of bond issues, operating levies, building schools, planning transportation, feeding children and a thousand and one other problems, the superintendent at the end of one of his daze looks as if he had been shot at and hit.

If a new building is located here, someone says it should have been there. If a school bus stops at Corner A, someone wants the stop moved on down the street. Some want sex education to begin in the Kindergarten; and others say, "That's for the home to teach, not the school."

A person has to watch out at today's pace, or he'll be run over by words. I'm reminded of two motorists who met on a bridge too narrow for two cars to pass. Yelled the one driver, "I never back up for an idiot". "That's all right," said the other as he shifted in reverse, "I always do". That's a good school-community point-of-view.

Yes, I know how it is, Mr. Superintendent. You're living in a goldfish bowl, as it were, and just when things seem to be going nicely—look out! About that time some self-appointed crusader unfurls his tongue and leaves a person feeling as if someone had hit him in the back of the head with an ax. For a moment you become a split personality. You feel like striking back, but recall that you are a public servant, promoting a "child-centered school in a school-minded community." You shut up like a clam, consider the source, and rationalize with something like, "Well, I don't know what's eating him, but whatever it is—it'll sure get indigestion." You bet, it's a great life. You can't reform the world, but the ulcer that you save may be your own.

Recently I walked into the boys' rest room in one of our elementary schools. As soon as I entered, I saw a couple little tads, second or third graders, and greeted them with the usual, "Hello, boys." One little fellow pointed a finger at me and said, "Who are you?" I thought to myself, that's a good question—I'll play it straight and see if I make an

impression upon the little shavers. So I said, "My name is Byers. I'm Superintendent of the Parma Public Schools." To that, the other one replied, "Oh, yes, you're the guy that rings the bells."

And, believe me, after a good laugh (which made the day seem a bit brighter), I couldn't help but think of the serious message back of that statement. If each of us (parents and teachers, or both) will put forth just a little extra effort to help ring the bells in our respective communities, we'll be lending a hand toward building a pretty fine world.

Without a doubt, humor is both mental and fundamental to the physical and spiritual well-being of a school administrator, his family and his community. If the task of a teacher is to take a lot of live wires and see to it that they're well grounded, then it follows that a superintendent's job is to avoid short circuits and blown fuses in the mazes of live wires encountered in school and community contacts. How shocking the experiences may be depends upon the attitude of mind of all concerned. Here's hoping your short circuits were few in '55 and may your blown fuses be even fewer in '56.

# . . . And His Wife

by MRS. CARL BYERS

IF I HAVE EVER been conducting an underground secret crusade, it is that I am trying to live a normal life as a superintendent's wife. Frequently well-meaning friends say, "Dearie, I feel sorry for you—you live in a fish bowl." I know that many times I have had a blank stare at that sympathetic statement, for frankly, I have refused to think of it that way.

My fish bowl runneth over with activities and responsibilities. I also serve full time as a sounding board and listening post for my husband's many take-home problems, for where else but in the privacy of one's own home can one unload the pressure and problems of the day. In addition, I am trying to lead a teenager in the paths of righteousness.

Our schools also runneth over. Every time we pick up the paper in this fastest growing school district in Ohio, we read of a new five-hundred-home development project starting tomorrow. They always start to build when they say and people are living in them a month earlier than is predicted. You have learned by now that this is not a good subject to discuss across the dinner table. Nor can one mention the word "baby" anymore. Last Sunday at church twelve couples marched down the aisle with babies, and crowded in front of the minister for the christening ceremonies. All my husband could talk about on the way home was classroom desks. Heaven forbid anyone would think he was against having babies. However, for every new baby a classroom desk is needed in five years. For our community, when all the christenings are totalled, that means two thousand more classroom desks each September. Twenty years ago we enjoyed watching babies being christened!



A former teacher, Mrs. Byers now has a full-time job assisting a busy superintendent; she is active in civic organizations.

Being a superintendent's wife you know every September morn, when the telephone rings, that it is a parent saying, "The bus isn't stopping where it did last year—they have refused to pick up our Henry." You are braced for this one. You explain that the community has grown, that streets are being built far beyond where they live, and it does change the schedule as well as the location of the stop.

Come December you are faced with such calls as, "My child is five years old January the second, I know it is a day late but actually just a few hours. Do you suppose if I would call your husband and tell him—I know he is busy—but this is so important to me. If you could just see our child, the family doctor says he is so bright for his age and such a good child." You say, "Mrs. Prim, a child must be five on or before January 1st to be enrolled in kindergarten." The mother then wants to know if the date could be changed, and you say, "No matter when the date would be, the same problem would come up." Your blood pressure is rising; you think of all of the children who must have birthdays a day late. Finally you say, "Mrs. Prim, you really do have a problem, and no one can understand it better than I, for you see it happened with our daughter, too."

Being a parent of a teen-ager is like running a three-ring circus. You ask yourself so many times, "Why is it that people expect so much of a superintendent's child?"—even teachers. The biggest mistake I ever made when faced with a typical teen-age problem was to say to my daughter, "You can't do it, dear, because your father's the superintendent of schools—how would that look?" Children don't like to think they are expected to be perfect. So I have decided that it isn't wise to inflict demands on children just to impress people. Too many false standards are apt to be set up as a result of this attitude. Yes, education and family and community relationship are big business.

We've come a long way since I was a classroom teacher. Married teachers had no place in the world 20 years ago, but what would we do in 1955 without these wonderful women in our teacher shortage emergency. At times I've thought I should enroll to relieve the shortage—but no, why should I spread myself so thin? My job is at the front door with a smile on my face when my husband comes home each day. Yes, being the wife of a school superintendent is an exciting one, and I have enjoyed every minute of it.

# Educational News-Makers in '55



The historic White House Conference on Education brought 2,000 Americans to Washington in late November to discuss the nation's school problems and suggest solutions. Planning of the conference began under Oveta Culp Hobby, retired Secretary of Health, Education and Welfare. Chairman was Neil H. McElroy (r.), president, Procter and Gamble Company, with Finis E. Engleman, Connecticut's Commissioner of Education, as vice chairman.



Wide World

Marion B. Folsom became Secretary of Health, Education and Welfare following Mrs. Hobby's resignation.



Wide World

As of October 1, almost 9 million children were vaccinated, many of them in the schools, with anti-polio vaccine developed by Dr. Jonas E. Salk.



MGM

Of all the film fare from Hollywood during 1955, no picture raised the administrative hackle like MGM's *The Blackboard Jungle*. Based on the novel by Evan Hunter, *Jungle* described a determined teacher's (Glenn Ford) attempts to deal with juvenile delinquency in a vocational high school.



Herold C. Hunt was the first educator to be named to such a high post as Undersecretary of HEW.



NEA

NEA's President John L. Buford spoke eloquently for teacher's rights at Senate hearing on Bill of Rights.



Morris Studios

John M. Stalnaker became head of National Merit Scholarship Corporation, college award group.

**By far the record-breaker in its field was a grant of $260 million by the Ford Foundation to aid 615 private liberal arts and science colleges in raising faculty salaries.**



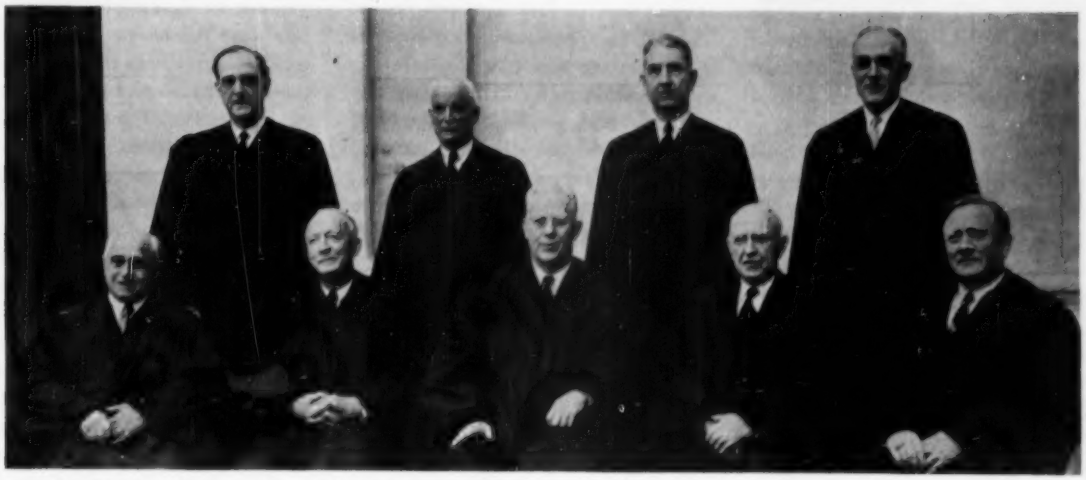
Wide World

Rudolph Flesch's *Why Johnny Can't Read* led many laymen to ask "Can he?" Most educators declared "He can!"

Alfred Bestor followed 1953's *Educational Wastelands* with *The Restoration of Learning.*



Wide World



Wide World

On May 31, the Supreme Court followed up its 1954 ruling invalidating racial segregation in the public schools with an order that local authorities "make a prompt and reasonable start towards compliance." Local courts were asked to watch over action. *(l. to r.)* Justices Felix Frankfurter, Hugo Black, Chief Justice Earl Warren, Stanley Reed, William O. Douglas *(seated);* Sherman Minton, Harold H. Burton, Tom Clark and John M. Harlan.



1955
A SUMMING-UP

# "The Year As I Saw It"

*. . . a symposium on the issues, events and problems*

by FINIS E. ENGLEMAN



Connecticut commissioner of education, Dr. Engleman was vice chairman of the White House Conference on Education.

PERSONALITIES PLAYED a significant role in the advancement of education in 1955. Never before did the nominal heads of both major political parties express so clearly and concisely an appreciation of the national significance of public education and at the same time indicate a belief that the Federal Government has a responsibility to give financial support. President Eisenhower proposed a program of grants-in-aid directed at the urgent situation in our schools. Adlai Stevenson recommended some measure of assistance to public education from the federal purse.

During the year also such national experts in finance and taxation as Beardsley Ruml, Theodore W. Schultz and Stuart Chase gave firm support to a scheme of federal funds for public elementary and secondary education. Thus, 1955 seemed to have an upsurge of national faith in our system of schools, a new alertness to the current shortage of school buildings, an awareness of the need for more teachers, a broadened responsibility to provide increased funds.

It is not new or necessarily significant to have groups and individuals at many levels study education problems, but it does seem significant that there was a national plan (working toward the White House Conference) and that the same basic issues were identified and studied throughout the whole country by millions of citizens.

School administrators generally have joined teachers in an effort to reexamine what we teach and why we teach it. Curriculum revision as a major activity held first priority in thousands of communities and statewide concern and participation was not unusual. In fact, if the signs are properly read, more minds than usual pondered the question of national values and national goals of education together with the need for some curriculum guide-posts other than the diversified ones provided by textbook writers and standardized test makers. Possibly the critics have given stimulus to the great concern for curriculum improvement, but most of it can be traced to a coming of age of the teaching profession, including school administrators of training, vision and ability, who recognize that a changing world cannot be met by a static, obsolete school program.

Out of Michigan and Connecticut, and other states as well, came new data about the role of the professionally expert teacher in the modern schoolroom. Studies which have tended to separate the professional task from the routine, semi-skilled, schoolroom leadership suggest ways of saving the teacher from the nonsensical drudgery and time-wasting jobs that have crept into the American classroom. The data from these job analysis studies which are now coming to light may change the character not only of teaching but also of the teacher.

Mention must also be made of such significant factors on the 1955 educational scene as educational television; the increased acceptance of the team approach and cooperation between public service agencies such as health, welfare, labor, commerce, politics and education; the actual operation of the National Council on Accreditation of Teacher Education, and the *lack* of basic scientific research in education.

by LAWRENCE G. DERTHICK



Dr. Derthick, superintendent of Chattanooga public schools, is a past president of AASA.

THE MOVEMENT for further professionalization of the superintendency accelerated its pace during 1955. Membership in the Committee for the Advancement of School Administration enlarged and broadened its base of representation. The W. K. Kellogg Foundation, having invested $3.5 millions in the project, added a $50,000 grant to support the committee's work.

Superintendents' workshops, drive-in conferences and conventions all have evidenced great interest in and attention to the instructional program and the area of human relations. Studies in 1955 emphasize the earnest efforts being made to improve communication between superintendent and staff and between superintendent, staff and lay citizens. More attention is being given to differentiation and adaptations for special education, with widespread interest in providing enriched programs for the gifted.

The partnership of educators and editors gathered momentum and exerted a widespread influence through conferences and by improved communications, both within the partnership and through the articles in the popular magazines interpreting the schools, their problems, their methods and their mission.

The Supreme Court decision of last May, giving each local school board the chief responsibility in resolving the racial discrimination problem, pinpointed this issue as a highlight in school administration.

In becoming Under Secretary of Health, Education and Welfare, Herold Hunt brings to this position in the President's official family the best in administrative talents and vision. His appointment has been widely regarded as a great event for education and for the country. In this strategic role Dr. Hunt will exert a magnificent influence.

AASA President Henry I. Willett's trip to Europe as chairman of the three-man delegation representing the United States at the international conference on public education at Geneva in July is another outstanding recognition of educational administrative leadership in 1955.

by J. D. SALTER



Former associate professor of education, University of Georgia, Mr. Salter is now superintendent of city schools, Waycross, Georgia.

FOREMOST in the minds of public school administrators in the year 1955 was the problem of providing adequate housing for greatly increased enrollments. The continued trend toward urbanization has resulted in small cities and towns finding themselves unable to finance adequate new school construction even should they use all their local ability for this one purpose. The general result has been a tendency to look toward larger governmental units for help in effecting solutions.

The active supporters of public education have found themselves in competition with the other public service facilities which would normally accompany rapid growth in any city. School finance was the most discussed issue in 1955. In spite of the high priority which the average citizen is willing to give the local school system, he now finds that he is asked to increase his overall tax payments at a much faster rate than his income has been increased. And thus the school administrator is finding himself in the midst of a battle of priorities and can no longer assume that local schools will automatically be given priority in capital outlay expenditures in any city.

Certain social and economic problems growing out of population shifts and increased ability to produce in both industrial and agricultural enterprises have forced public schools into a greater effort to provide students with an ability to meet dynamic situations rather than with an ability to do well one specific job. So extensive and complicated is this problem of curriculum development that public schools find themselves in need of specially trained personnel capable of directing constant curriculum revision.

The increased costs of operation have required the use of all available funds and have precluded the possibility of personnel expansion. Thus, the numbers of trained teachers, counselors and advisers for public school students and adults is decreasing as the enrollment of pupils is increasing. School administrators have been forced to rearrange priorities and to give a high position to curriculum revision, acquiring trained personnel and developing better in-service training programs for teachers now employed.

by LAWRENCE H. SHEPOISER



Mr. Shepoiser, superintendent of schools at Mason City, Iowa, is completing work on his Ed. D.

THE MORE SIGNIFICANT movements or trends in education in the year 1955 gave overwhelming evidence of the national interest in public education. Lay participation at local and state levels is building a support for education that will create powerful schools in the days ahead. The alert administrator in 1956 should harness this surge of interest so people may have the opportunity to build the kind of schools that are needed to meet the challenge of today's atomic age.

The fact that recent critical books by Flesch and Bestor were widely read does not mean that the cause of education has been seriously damaged. An intelligent reader of these works cannot help but see that the major premise for their arguments of why our schools are failing is based upon the assumption that education should be geared to the comparatively few intelligently superior students. This premise, judged by the proposition that in the United States public education is for all people—from the mentally retarded to the highly gifted, invalidates their observations of failure in our public schools.

The superintendent's role in the area of curriculum is that of coordinator of specialists. Today, the superintendent's major responsibility for curriculum and instruction lies in the areas of developing good policies for personnel; recruiting and seeking out good teachers; making available, in addition to classrooms, good teaching aids; and developing in-service training programs that help to create an atmosphere for professional growth.

Whether or not education will get its just share of the increased production of our national economy will depend upon whether the leaders of education, the school administrators, get the people to go to work on a reasonable solution of this problem. It is going to be the responsibility of school superintendents to help the people see that if a state taxing system is unable to finance adequately the educational program its people want, then the tax system should be revised to include its revenue potential.

by JAMES W. BUSHONG



Superintendent of the Grosse Pointe, Michigan, public schools, Dr. Bushong has been visiting lecturer at various universities.

SCHOOL ADMINISTRATORS have long puzzled over the problem of whether salary increments should be earned for service or be granted automatically. In 1955 this question worried administrators who had to justify to their boards unprecedented blanket salary increases in order to retain veteran staff members as well as to attract new ones.

The controversial issue of merit raises has been under review. Some superintendents have promoted the theory of earned increments by putting a ceiling on automatic increments and a super-maximum beyond for qualifying staff. Under this plan it becomes possible for the member to earn excess increments by such means as community service, travel and extra school service. The premium, in short, is on production.

Despite the heroic efforts of friends of the schools, budgets are still being held to dangerous minimums. No one seems to have come up with either relief for or supplementary school taxes to those on real estate, and real estate taxes appear to be at the saturation point. Many school districts faced desperate times as 1955 ended.

The strange problem of teacher raiding threatens those systems which probably can least afford to lose their staff. The practice is becoming increasingly common. State and sectional boundaries are being ignored as frenzied teacher recruiting takes place. Increased salaries, temporary certificates and various attractions lure the candidates.

Young men under their first contract as administrators are facing their problems. On a Michigan college campus this past summer, a modest little venture took place which could have national significance. Sponsored by a committee of the Michigan Association of School Administrators, some 40 schoolmen, young in experience as superintendents, assembled for a three-day conference, with veteran administrators serving as a resource group. Typical of the concerns of the new administrators, were: how to prepare the budget; how to organize an advisory council and work with pressure groups; how to improve relationships with teachers and delegate duties and responsibilities; and how best to cooperate with the board of education.

The veteran administrator has had experiences in answering these and other questions which can be shared with the novice. The responsibility for training the new administrator must be accepted in part by those of experience.

by ROY E. SIMPSON



Dr. Simpson, California's superintendent of public instruction and director of education, is active on numerous councils.

EACH OF THE 48 states has educational problems unique to itself. However, in addition to problems characterized by local applicability, there are major issues and challenges common to most if not all of the states. California's problems appear dramatically acute because of the rapid growth in population of the state with its attendant increase in the pupil population.

The state is making considerable progress in equalizing educational opportunity among the various areas of the state. Over one-fifth of the $4 million of state money appropriated to the schools in 1955 is being used to equalize facilities in districts whch are economically handicapped.

During the past seven years, the number of districts in California has been reduced from 2800 to 2000 and the number of one-room schools has been cut in half. The minimum teacher's salary in the state has been raised to $3400, and the average salary in California is now one of the highest in the nation.

The 1955 Legislature enacted a new teachers' retirement law which provides an attractive program. It is believed that this new retirement program along with increased teachers' salaries will not only aid the present teaching personnel, but will be of real assistance in the recruitment of new teachers.

Recently two signficant state-wide coordinating agencies have been established in order to tie together the efforts of lay and professional personnel aimed at the improvement of the educational program. The California Educational Study Council and the Califorinia Coordinating Committee act as excellent media in the dissemination of information to their constituent groups.

In the area of communication, the biggest challenge to public education is to overcome the apathy and lack of understanding of the community, Returns from public opinion polls, such as those held in two of California's urban areas, indicate that citizens do not have sufficient information upon which to judge the merits of specific phases of the school program. The percentage of the public which indicated "don't know" to questions in these polls points up a real opportunity to the schools to furnish constructive information.

by CHARLES L. MILLS



Mr. Mills, superintendent of the Hobbs, New Mexico, municipal schools, has served as chairman of NMCPEA since 1953.

IN 1955 MORE PEOPLE were exercising the right to criticize public education only after first discharging their obligation to get the facts, proposing a logical solution to the problems and then making an honest effort to apply the solution. The people of the United States were awakening to their school responsibilities.

Problem-solving services rather than restrictive regulatory acts became a major function of state departments of education, and the campuses of field service conscious universities and colleges were extended to include entire states. This significant trend was due to a growing awareness on the part of people in local communities everywhere that it takes the help and teamwork of every institution and individual from state department of education to school administrator, to custodian, teacher, parent and even the pupil himself, to have good schools.

The home-school-church-community problem of juvenile delinquency became so acute that the leaders of these institutions agreed that it could be solved only when each joined hands with the other in a team effort to remove this cancer from the body of society. School leaders admitted that the schools' legal status made schools responsible for helping prevent and combat juvenile delinquency if real life "blackboard jungles" were to be avoided.

A non-profit organization known as Senior Citizens of America, organized to provide the nation's rapidly increasing number of old folks with an opportunity to continue their education and lives of joyous service through the second half of life, celebrated its first anniversary in 1955. The first president and founder of this service organization for oldsters was Joy Elmer Morgan, who for 34 years ably served public education as the first editor of the NEA Journal.

Pre-fabricated schoolhouses that could be put up in weeks instead of months first made their appearance in 1955 to house the 1,352,000 more children who squeezed into the nation's already overcrowded classrooms.

The people in the most education-conscious nation on earth were making a success of the struggle to make America's mass education, good education.

# A LOOK TO THE FUTURE

by VAN MILLER

AN HONEST CONTEMPLATION of schools is always a look at our culture; and if the view of the schools is based on the assumption that the culture is right, a people may well become lost in pharasaic compliance. But when concern for schools derives not from decisions about what learners must become but from the broader exploration of what they *can* become, the effort represents a real investment in the development of both the individuals and the culture.

To recapitulate material presented in preceding pages and to consolidate the basis for the speculation and hopes to be expressed, certain features of the contemporary scene should be noted:

First, there are more learners representing a bigger proportion of the population than ever before; there is more to be learned than ever before; the age range of students is stretching in both directions.

Second, the nation relies most heavily for productive workers upon those born in a period of low birth rate, and population statistics indicate that the next ten years will see the lowest ratio yet of people in this age bracket to total population.

Third, the provision of school housing facilities and the supply of professionally-trained educators is falling behind the need.

Fourth, there is tremendous international uncertainty. The various peoples of the world are reluctant to agree to the necessary cooperation lest they also yield, in the process, their right to self-determinism.

Fifth, conflict arises from the desire to render service and security to individuals without damaging individualism through governmental controls.

Sixth, there is still considerable apprehension arising from a world ideological conflict. With the "American way of life" on trial before the court of world opinion there is a need to actually live out our respect for the worth of individuals. (One phase of this effort lies in the movement toward racial integration in public education.)



Dr. Miller is professor of education, University of Illinois, and consultant to lay and professiona groups.

Such a survey of current conditions leads us to pose a series of suppositions, questions and hopes.

Because agreements at the state and national level on financing education involve more people and more time and because of the high pressure for funds for other state and national purposes, the greatest effort for improving the funding of education will be at the local level. To illustrate, suppose that public opinion increases to hold that those parents responsible for swelling enrollments should bear responsibility for augmenting the basis of school support. A first pressure already indicated is to be sure that all new property gets on the assessment books — especially all new housing from which school children are likely to come. Since the new property comes on the tax rolls at a level somehow related to current prices, the differential in assessment between the new and that formerly on the books will become ever more obvious. The newcomers can be expected to seek downward adjustments for the sake of equity, while legal limits on tax rates will generate a pressure to reappraise all property for the sake of adequacy. Such reappraisals should provide real help to the financial base on which most schools operate.

**Seek adequate support basis**

This drive to get more property on the rolls at an accurate assessment will raise many technical questions such as differential assessment or tax rates, and will in turn see more school-public relations material explaining school finance and public taxation. Those citizens seeking an adequate basis of support for education will become as well informed as those seeking to avoid further taxes on their property. This will likely increase the number of de-

mands by local business groups and landlords for surveys of school business practices in an attempt to curtail expenditures. Such demands will be accepted by school boards and school staffs when the study can be made part of an overall school survey, and such expansion of organized school surveys should provide adequate consumer education about public education itself. This is all to the good.

**Scrutinize all school systems**

The shortage of facilities and teachers and funds will force more school district reorganization to eliminate inefficient schools. Reorganization has always been accompanied by an examination of school program and services as well as determination to retain local control. The rural and sparsely populated areas will get fed up with being the segment of schools in which most readjustment is compelled and there will be a demand that large schools also come under scrutiny. The answer that schools can be too small to serve efficiently provokes the statement that they can also be too large to serve personally. There will be additional attention to such procedures as the reorganization now under way in Chicago schools where sub-districts within the city are so organized that the staff and people of each area can work together on a total educational program for the respective area and school decisions can be brought closer to the people.

Related to both finance and school reorganization is the changing character of the large city. People who can afford it seek escape from city living, and their interests and efforts apply to supporting and improving the schools and civic affairs where they live rather than where they work.

Should the large city seek city-statehood through annexation of the surrounding suburbia as a solution? Will the pattern of sub-district reorganization within the city, which puts emphasis on programming and cooperation in the school enterprise, re-establish incentive for considering what schools can do over and beyond what they must do? The experience of such sub-districts within major cities may well indicate a pattern for any school district retaining important elements of autonomy with respect to program and services while depending on central financing.

The shortage of teachers cannot quickly be resolved by simply boosting their pay. The pattern of quick training provides few extra teachers at best, and must draw on college-trained personnel otherwise not as well employed and therefore probably not as able. Those in traditional teacher-training programs do not number enough to promise quick relief.

Out of this situation one would anticipate two very natural developments. One is the use of more physical and mechanical aids to learners which may also involve experimentation with different arrangements of class size and time. The use of mechanical aids may allow expansion of class size with some plan for subgrouping students for specific learning activities which require close teacher-pupil interaction. This development is related to the recognized use of teacher helpers such as part-time resource people, teacher aids, clerical assistants, recreational supervisors, student aids and cadet teachers. However, these two potentials require not less of the teacher but more.

**Transitions aid youth**

A great expansion of junior colleges and community colleges seems likely. The change from high school to college will be more frequently a local and natural transition which will reduce the focus of attention on entrance requirements. Programs such as the National Merit Scholarships also would help assure college opportunities for more able youngsters.

That desegregation of schools will not be accomplished suddenly has been recognized. But with willing compliance in some areas and reluctant compliance in others one can expect a gradual working out of this problem. As desegregation is achieved a new transition may be established. Will desegregation be accompanied by a drawing off from areas of resistance the more able and ambitious Negro families? If so, some communities where segregation is related to the basic economic system will find the supply of cheap labor less and less useful and the economy thereby less and less productive.

Since desegregation is at first more likely to integrate pupils than teachers, some Negro teachers will be disadvantageously situated. With the shortage of teachers and the ideal of racial integration, such teachers may become a source of supply in schools where racial integration of pupils is already the practice and where, even out of necessity, school communities have become willing to disregard race in the appointment of teachers.

**Citizens urge advances**

What of the wide-spread citizen interest and activity with respect to schools represented especially in 1955 by the local, county, state and national conferences on education? As more information about schools is disseminated there is likely to be less public certainty that simple answers are to be found. Schools will be seen not so much as training institutions imposing the pattern of American life on a quantity of raw human material but rather more an educational agency recognizing and serving individual possibilities. There will also be greater recognition that whereas the school is the formalized educational agency the whole community educates the child and the other community learners.

An interesting development is seen in the nature of educational research. There will be less dependence on the gratuitous research of degree-seekers. One example is the financing by four school systems of a specific research project carried on in their own school populations. Another is the research interest of area school study councils. This is a new and sensible development—that of local school-sponsored and financed educational research.

# Professional Library

**A review of outstanding books and reports published during 1955**

FROM THE NUMEROUS books and reports published during 1955, the editors, with the assistance of practicing school administrators, have chosen fourteen as significant in dealing with important educational problems and issues. These publications are viewed as important reading materials for those lay and professional people interested in American education.

### Helping Children Learn

By Peggy Brogan and Lorene K. Fox, *World Book Company, Yonkers-on-Hudson, New York, 380 pp., $4.00.*

Specific curriculum considerations are related to how children learn and how teachers can provide better conditions for individual and group development. (August) *

### The Dynamics of School-Community Relationships

By Roald F. Campbell and John A. Ramseyer, *Allyn and Bacon, Inc., New York, 205 pp., $3.95.*

Cooperative practices between citizens and professional educators are viewed as strengthening American public education. (July)

### Personnel Management in School Administration

By B. J. Chandler and Paul V. Petty, *World Book Company, Yonkers-on-Hudson, New York, 598 pp., $4.75.*

Personnel administration is discussed as "the real core of successful school administration," an important function of school executives. (August)

### Public Education and The Future of America

Educational Policies Commission, NEA, *Washington, D. C., 98 pp., $1.50.*

This is a statement of basic democratic principles and their meaning for a universal system of public education. (May)

### Crucial Issues in Education

By Henry Ehlers, ed., *Henry Holt and Company, New York, 277 pp., $2.25.*

This is an anthology of controversial problems in education, taken primarily from writings of the past ten years.

### Administration in Profile For School Executives

By Harlan L. Hagman and Alfred Schwartz, *Harper and Brothers, New York, 315 pp., $3.50.*

The authors raise many questions and stimulate thinking in the search for general principles of administrative theory. (September)

### Behavior and Misbehavior and A Child Development Point of View

By James L. Hymes, Jr., *Prentice-Hall, Inc., New York, 140 and 145 pp. respectively, $2.25 each, $1.50 paper bound.*

These two books deal with general and specific guides for those who work with children; informal, quick-reading style. (November and December)

### Adult Education

By Homer Kempfer, *McGraw-Hill Book Co., Inc., New York, 433 pp., $5.50.*

Directors of adult education programs and those studying this growing phase of education will find this a practical guide and a source of research findings and experience.

### Administering Community Education

By Ernest O. Melby, *Prentice-Hall, Inc., New York 325 pp., $4.50.*

Community education is defined and analyzed in relation to the social setting; the dynamic community-centered concept of leadership.

### Personnel Administration in Education

By Harold E. Moore and Newell B. Walters, *Harper and Brothers, New York, 476 pp., $5.00.*

The authors present problems, principles, and techniques in a vital area of administration. Bibliographies are comprehensive. (November)

### Mental Health in Modern Education

National Society for the Study of Education, *54th yearbook, Part II, University of Chicago Press, 397 pp., $3.25 paperbound.*

This report discusses the role of teachers and administrators in this important area of education. (August)

### Community Leadership For Public Education

By Truman M. Pierce, Edward C. Merrill, Craig Wilson and Ralph B. Kimbrough, *Prentice-Hall, Inc., New York, 312 pp., $6.00.*

Extensive research is presented for attacking the problem of developing community leadership and public education; an analysis of community structure and organization.

### Educational Administration: Cases and Concepts

By Cyril G. Sargent and Eugene L. Belisle, *Houghton-Mifflin Co., New York, 474 pp., $5.50.*

This is a scholarly treatment of a relatively new approach; a source book of cases and a framework for studying educational administration. (December)

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*Indicates month of THE SCHOOL EXECUTIVE review.

## PAUL AND JOE TALK SCHOOLS




***The School Executive* will soon present a revolutionary proposal for the secondary school of the future**

*White House Conference:*

# Asks More Federal Aid for Schools, 2-1, Eisenhower, Nixon Promise Support

WASHINGTON—An event unique in American education chose a brisk, near-zero late November week to write its story in the history of "man's right to knowledge and the free use thereof."

From every state and territory of the nation came 2,000 men and women to take a close and a long look at the problems besetting today's primary and secondary schools.

"Although it is true that no one conference can change the course of history, this is the culmination of many conferences held in every state and territory of this nation," Chairman Neil H. McElroy declared in his keynote address to the first White House Conference ever to concentrate entirely on education.

Behind the delegates assembling in giant Sheraton Hall in the Sheraton Park Hotel was a legacy of thousands of conferences, held in communities, counties and regions throughout the country.

### 3,600 local meetings

Of these, 3,600 were directly connected with the state and territorial conference programs, with 470,000 people taking part.

Mr. McElroy, who is president of Procter and Gamble Company, Cincinnati, told the White House Conference delegates they were meeting "not as legislators, nor representatives," but as "advisors to the President of the United States," during the four-day meeting, November 28-December 1.

"Let us present our reasons to each other, but let's not try to convince each other too hard."

From the first, however, there was a current of controversy over this concept of the purpose and method of the meeting.

Chairman McElroy ruled out of order "as impracticable" a motion proposing that a committee consider and recommend whether the conference as a whole should prepare and vote on resolutions.

"We have found no way in which you could, with the large amount of subject matter [and] people . . . have both roundtable discussions and resoluting sessions."

Both President Eisenhower and Vice President Nixon tried to answer charges made earlier that the issue of federal aid would be avoided, or that the conference was "stacked" with those favorable to one viewpoint as to how to solve the nation's school problems.

Speaking on film, the President called federal aid "the heart of the problem," and declared that ". . . if the Federal Government doesn't step in with leadership and with providing credit and money where necessary, there will be a lack of schools in certain important areas. And this cannot be allowed."

And the Vice President, denying that the conference had been "stacked," declared "we should recognize at the outset that some additional federal activity and responsibility is inevitable and necessary."

For three days, close to 2,000 participants discussed educational problems of the nation around discussion tables, in hallways and over hurriedly-gobbled meals.

According to Conference Director Clint Pace, the participants were divided in the ratio of approximately two laymen to one educator, and three men to one woman.

So intense was the interest both here and abroad in the meeting that 422 persons registered as observers, with foreign visitors representing 34 nations.

About 470 members of the press swelled the crowds, so that by the last day, 2,672 persons were recorded as in attendance.

To permit each delegate "the maximum opportunity to express himself on every topic discussed," the conference was organized into small roundtable groups.

The three working days of the conference were broken up into six sessions, each devoted to discussion and recommendations on solutions of six problems in education.

At the beginning of each section, the participants met in general session to hear introductory remarks on the topic, based on research.

### Met in roundtables

Then they reconvened in roundtable discussion groups of ten and eleven each to discuss the subject and submit conclusions. The chairman for Topic I had been previously appointed by the committee, but after that, each table picked its own chairman for each topic.

After the discussion groups adjourned, the table chairmen met in small groups. The distillation process went on until there was one report harmonizing all the others. This was read to the delegates at the next general session.

What were the topics, and what were the final report highlights?

• *How Can We Finance Our Schools—Build and Operate Them?* It was this question, which involved discussion of federal aid, that aroused the most excitement.

"The participants approved by a ratio of over two to one the proposition that the Federal Government should increase its financial participation in public education." Most of those in favor approved more U. S.

## *Delegates Give Views on Issues and Conference*

The first White House Conference on Education truly saw a cross-section of American life. Businessman, laborite, parent, lawyer, educator, student, civil servant—governor, legislator and judge—mink coat and cloth, Jaycee jacket and Harris tweed—all mingled around discussion tables, in lobbies, in restaurants.

**Among the delegates and in the discussion groups were 21 governors, including G. Mennen Williams of Michigan and Alan Shivers of Texas.**



Group Dynamics: *the heart of the conference*

After working together for six sessions, the participants at many of the roundtables had become fast friends. Addresses were exchanged prior to adjournment. Some tables asked a member to type up and circulate among the discussants the reports of those groups on the six questions.

**In fact, the "group dynamics" aspect of the meeting came in for much examination and appraisal during the four-day meeting. As explained by Director Clint Pace, an electric machine had made table assignments on the basis of attendance ratios of male-female, laymen-educator, etc.**

There were some amusing coincidences arising from this system. Rumor had it that the machine had put several labor union leaders at the same table. One table had among its members a sixteen year-old student, and a gentleman of 85.

**On the whole, one could say a cross-section was in evidence everywhere. For example, Table 67 had the following members: Hershel W. Nisonger, Ohio State University; William C. Kahl, Wisconsin Department of Public Instruction; Inman H. Doughlass, church worker, Washington, D. C.; Earle E. Hartley, lawyer and member of the state legislature, Clovis, N. M.; Ted F. Merrill, contractor, Inglewood, Calif.; D. B. Allen, mail carrier, Walcott, N. D.; Mrs. Edmund D. Campbell, school board chairman, Arlington, Va.; J. Velma Keen, lawyer, Tallahassee, Fla.; John P. Myers, chairman, New York State Board of Regents, and H. A. Marshall, county superintendent of schools, Orangeburg, S. C.**

After the discussion on school building needs had adjourned, one table participant was overheard to say to another, "This has been so stimulating. I've gotten several new ideas which could help our situation." At another table, several of the delegates agreed "It's good to put all our ideas together like this. That's how the new ideas grow up."

**The feeling of loyalty the participants felt to others at their tables was best observed when the chairmen met to harmonize their reports. Mrs. Richard Barney, member of the Illinois State Board of Education, chaired at her table during the school building discussion. She described how every chairman meeting with her after "felt beholden to see that the opinions of his group were well-recorded."**

Earle E. Hartley, lawyer, and member of the New Mexico Senate, declared that he

money for school building.

The participants divided in half on the issue of federal funds for local school operation. "A very small minority was opposed to federal aid for education in any form."

A majority agreed that funds be based only on demonstrated needs, and all agreed that it "should never be permitted to become a deterrent to state and local initiative."

The delegates almost unanimously opposed federal control over the local educational use of funds.

• *What Should Our Schools Accomplish?* There is a national commitment to provide a free public education for all, aimed at the fullest development and enrichment of the individual and of our democratic society.

• *Efficient and Economical School System Organization.* The schools are not now adequately organized to accomplish the above goals. To do so, a local district should have a well-defined community or interrelated communities, have sufficient resources and pupils for a comprehensive educational program, support good, well-balanced teaching staffs, have sources of wealth to finance programs, be small enough to keep local control and contact.

• *What are Our School Building Needs?* Under present plans, only two or three states can meet their building needs for the next five years. The problem is not one of financial incapacity, but of overcoming obstacles. Some territories and a few states may need outside financial assistance.

• *How Can We Get Enough Good Teachers—and Keep Them?* We can get enough good teachers through recruitment of high school youth, improving programs of teacher preparation, recruiting qualified former teachers, seeking out and training college graduates, community appreciation and recognition of teachers. We can keep them by providing personnel services which have been recognized as necessary to achieve job satisfaction.

• *How Can We Obtain a Continuing Public Interest in Education?* Proposals included a continuation of the conference program, more educational television, open board meetings, encouraging citizen and student participation, and organized public relations.

had had the opportunity to learn new ideas from seeing how other states use certain devices and systems. "For example, from Dr. Myers at my table (John P., chairman, Board of Regents, New York State), I learned that New York has tuition-free state colleges for teachers. I'm going to push for this back home. Another good idea I picked up was that of advisory committees to boards of education."

**What did several of the delegates interviewed think of the conference? Said Superintendent of Schools Alvin T. Stolen, Duluth, Minn.: "My area has supported schools all along. This conference will provide good public relations for the cause of better schools. There was a lot of curiosity before the meeting as to what it was all about. One of our local papers had a story on it. When I return I've been asked to address several organizations and clubs."**

Lucius D. Bacote, principal of Oconee High School and supervising principal of Negro Schools, Dublin, Ga., expects the conference to encourage the "growing positive public interest from all over the United States in our public school system, and conclusions pointing to the need for federal aid to education." Mr. Bacote reported that financing schools "for a total educational program" and securing qualified teachers in science, math, language, arts and music are his biggest concerns.

**Mrs. R. L. Campbell of New Meadow, Ida., member of the state Board of Education, thought that "of course, really important were the community and state conferences we held in Idaho. The one at Boise was a particularly good one." Idaho has no debt, and can build her own schools, she reports.**

Mrs. J. S. Goff, Shreveport, La., president of the state PTA, and Mrs. Henry Bernard, New Iberia, La., member of the state PTA board, were most concerned about the problems of securing good teachers and maintaining continuing public interest in education. "You can build the finest school, but unless the teachers inside are good, the building itself won't make a bit of difference," Mrs. Goff said. Mrs. Bernard described how a fine teacher sharpened her son's interest in school by encouraging him to show the family's 8 mm. movies of their western trip to the class.

**Mrs. Edith W. Nelson, president-elect of Altrusa International, executive and professional women's service organization, felt that the Altrusa project of helping women of all ages to train or retrain for a skill, could be applied to exploring and studying every method to get ex-teachers to go back.**

Josefina Constantino, assistant professor of English, University of the Philippines, Manila, is a visiting faculty fellow at Massachusetts Institute of Technology, where she is studying the humanities program for possible adoption with modifications in the College of Engineering, University of the Philippines. She was impressed by the democratic process of the conference, under which a wide range of opinions could be harmonized in a list of objectives "which reflect a unanimity of basic values."

**Mrs. Harley Killgore of Luther, Mich., (no relation to the Senator from West Virginia), was attending the conference thanks to the generosity of her neighbors. When the people in Luther, a rural community of 300 people, and in Baldwin, 30 miles away, with a population of about 1,000, heard that her husband, a school board member, was invited to the conference, they contributed $100 so that Katherine, president of Luther's PTA, could join him. "I was sent to make observations and take notes in shorthand. Our people have an intense interest in this conference. When I return Monday night, I'm reporting to the Luther PTA Pot Luck Dinner. Tuesday, at Baldwin, I'll report to the Health Council and then to the PTA. There will be other groups." The vivacious mother of two reported that she "came dead set against federal aid, and although I am not now in favor, I realize that there are extenuating circumstances."**

# AASA Convention to Hear Romulo, Folsom; Theme of Meeting is Education and Peace

WASHINGTON—General Carlos P. Romulo, Philippine ambassador to the United States, and chairman, Philippine delegation to the tenth UN General Assembly, and Marion B. Folsom, Secretary of Health, Education and Welfare, are scheduled to address the national convention of the American Association of School Administrators, meeting in Atlantic City, N. J., February 18-23.

General Romulo will speak on "America's Stake in Asia" before the second general session, Sunday evening, February 19, while Mr. Folsom will address the seventh general session, Wednesday morning, February 22.



*Romulo*



*Folsom*

Other speakers during the six-day convention include J. Chester Swanson, superintendent of schools, Oklahoma City, who will speak on "Superintendent-School Board Relations" and Henry I. Willett, AASA president, who will talk after receiving his past president's key.

Presenting greetings from their organizations to the convention will be J. Lester Buford, superintendent of schools, Mount Vernon, Ill., and NEA president, and Mrs. Rollin Brown, Los Angeles, president, National Congress of Parents and Teachers.

The theme of the convention this year is "Education, A Key to Lasting Peace."



*Tuttle*



*Willett*

In line with the international aspect of the theme, the 1956 *Herald Tribune* Forum for High School Students will take part in the fifth general session on Tuesday morning, February 21.

Here, 35 student delegates representing 35 nations throughout the world, will participate in a typical forum discussing national and world aspects of current events.

Receiving the American Education Award for 1956, at the eighth general session, Wednesday, February 22, will be Edward M. Tuttle, executive secretary, National School

Boards Association. The award is an annual presentation by NEA's Associated Exhibitors.

The Associated Exhibitors also present two annual scholarships for Graduate Study in School Administration. This year, the Shankland Awards will go to M. K. Berner, superintendent of schools, Amboy, Ill., and M. L. Rafferty, district superintendent, Needles, Calif.

#### 75 discussion groups

Over 75 discussion groups and clinics have been scheduled during the six-day convention to permit school superintendents, principals, teachers, other educators and laymen in attendance to participate in small group discussions on subjects, issues and problems in American education.

These include topics covering instructional program, administrative aspects, building, maintenance and operation, finance, relations with community, board and staff, etc.

**U. S. National Commission for UNESCO meets**



*Present at fifth national conference of U. S. National Commission for UNESCO, meeting in Cincinnati recently, were (l. to r.) Luther Evans, UNESCO director general; Mme. Serge Koussevitzky, wife of the late conductor; William Schuman, president, Julliard School of Music, New York, who composed "Credendum," specially-commissioned composition for the conference, and Willard Givens, former NEA president and newly-elected chairman of the U.S. National Commission. Some recommendations made by conference: schools should consider using people qualified to teach languages who may not be certificated teachers, UNESCO should concentrate on compulsory schooling plans for Latin American youth and on production of simple reading materials for new literates, and UNESCO should continue to work for increasing understanding between East and West.*

## Over 25 Groups Plan Atlantic City Meetings

WASHINGTON—The following organizations are among those which have scheduled meetings in Atlantic City, N. J., during the AASA convention, February 18-23:

American Association for Gifted Children, American Educational Research Association, Association for Childhood Education International, Council of Chief State School Officers, Educational Press Association of America, Federal Activity Schools.

International Council for the Improvement of Reading Instruction, National Advisory Committee on the Education of Negroes, National Association for Nursery Education, National Audio-Visual Association, National Conference of Professors of Educational Administration, National Conference on Research in English.

#### List more meetings

National Council of Administrative Women in Education, National Council on Measurements used in Education, National Institutional Teacher Placement Association, National League of Teachers Associations, National School Public Relations Association, National Society for the Study of Education.

Three NEA Departments—Classroom Teachers, Home Economics and Rural Education—will also meet during the AASA convention.

The following groups plan to meet February 16-18, immediately preceding AASA: National School Boards Association and National Council on Teacher Retirement.

Meeting February 13-21 will be the International Conference on Educational Research.

## Derthick to Finish Hunt's Term on AASA Committee

WASHINGTON—L. G. Derthick, superintendent of schools, Chattanooga, Tenn., has been named chairman of the Committee for the Advancement of School Administration by AASA President Henry I. Willett.

Dr. Derthick, a former AASA president, will serve out the balance of the term of Herold C. Hunt, who was appointed Under Secretary of Health, Education, and Welfare by President Eisenhower early this fall.

## Adult Ed Held Answer To Living with Change

ST. LOUIS—The process of adult education appears to be the only answer to the problem of helping people to live in a changing environment, Kenneth D. Benne, director, Human Relations Center, Boston University, recently told the fifth annual conference of the Adult Education Association.

"In this process, the teacher must become a leader of a joint inquiry, instead of just passing on what is known," Dr. Benne, who is also AEA president, emphasized, as he addressed those attending the conference, meeting in this city November 11-13.

#### Stress desire to learn

He called upon community groups to stimulate their members with a desire to learn instead of seeking only to be entertained.

The theme of the AEA conference was "Adult Education's Role in Development of the Community."

Discussing certain economic, political and social implications of community improvement programs, Wil-

liam Russell, deputy director of technical service, International Cooperation Administration, declared that "such programs pay off."

They also offer challenging opportunities for adult educators to help improve living conditions, Dr. Russell, former president of Teachers College, Columbia University, added.

A special feature of the conference was the continuing panel of nationally-known social scientists who have been involved in local community improvement programs.

### Social scientists' panel

The panel consisted of Robert Montgomery, University of Texas; C. Wright Mills, Columbia University; Richard Poston, Southern Illinois University; Leo Perlis, director National CIO Community Services Committee, and Everett Preston, New Jersey Department of Education.

They presented practical and theoretical views in three general sessions on, "Criteria of a Good Community, Major Obstacles Affecting Community Development, and the Role of Adult Education in Influencing Community Development."

In the speeches and general discussion periods of panel members, recurring principles were dominant:

1. Communities can develop and improve.

2. People can overcome obstacles and influence decisions.

3. Adult education, when broadly conceived, will continue to provide increasingly vital services for community development.



*Three educators talk things over during the fifth annual conference of the Adult Education Association. Left to right: Paul Essert, executive officer, Institute of Adult Education, Columbia U., and past president, AEA; Kenneth Benne, director, Human Relations Center, Boston U., and president, AEA, and William Russell, deputy director, Technical Services, International Cooperation Administration, and retired president, Teachers College, Columbia.*

Paul Essert, executive officer, Institute of Adult Education, Columbia Teachers College, and retiring president, AEA, and Hugh Masters, director, Continuing Education Program, University of Georgia, and conference program chairman, introduced the basic problems confronting the three-day session.

### 800 attended

Approximately 800 members engaged in the work-study experience involving general meetings, small study groups, special meetings, and educational exhibits to explore the role of adult education in community development.

Beside President Benne, other officers of the AEA chosen for 1955-1956 include: Vice-President Arthur P. Crabtree, New York State Department of Education; Vice-President Florence Craig, county librarian, Cleveland, and Secretary-Treasurer Evelyn M. Lewis, Denver Adult Educational Council.




*This graphic explanation of the program of JCEE was focal point of interest at the recent meeting of the board of trustees (see story below).*

## Economic Education Group Emphasizes Curriculum Improvement in Plans for Year

HARRIMAN, N. Y.—While continuing to function as a service agency in developing programs for economic education, the program of the Joint Council on Economic Education during the coming year will carry additional emphasis on curriculum improvement.

This was decided by the organization's board of trustees, meeting here recently at Arden House, as they reviewed and approved a program submitted by M. L. Frankel, director, and other members of the staff.

This means that the program will emphasize three projects in the curriculum field involving cooperating schools, pre-education service and resource-use education.

Under the first of these, JCEE has selected ten cooperating school systems to undertake research aimed at expanding the curriculum in economics.

These school systems will appoint a committee of cooperating teachers to work closely with those in charge of curriculum development, appoint a local coordinator to administrate the project and form a teacher committee to develop a scope and sequence plan for economic education for each grade. In addition, a local advisory committee will be appointed representing all segments of the community — labor, agriculture, business and industry — helping to gain support from the community for curriculum change.

In turn, the Joint Council will provide consultant help and materials. It will also invite both teachers and curriculum specialists from the cooperating school systems to sum-

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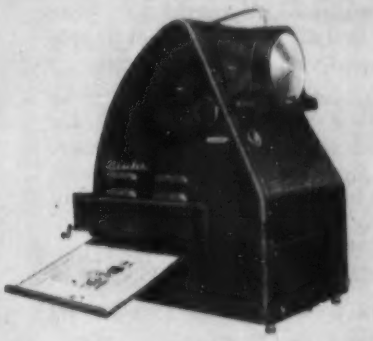
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## SPOTLIGHT

mer workshops, and give full support to the local and regional councils of the participating areas in planning and financing in-service programs and demonstration projects designed to supplement the work of the curriculum committee.

Already at work on the project are school systems in Syracuse, N. Y.; Oklahoma City, Okla.; Akron, Ohio; Anderson, Ind.; Portland, Ore.; Minneapolis, Minn., and New York City.

### Pre-service education

The second of the projects in JCEE's program is in pre-service education. It's aim is to assure a continuity between subject matter courses, methods courses, and practice teaching. The Joint Council, with the help of the fifteen institutions of higher learning, has selected representative teams consisting of members of economics departments, schools of education and, in some cases, social studies teachers from cooperating college and university demonstration schools.

Each will teach one or more experimental courses during the current academic year in a manner which will represent a significant contribution to the improvement of economics education. JCEE has arranged working and reporting conferences for participants in the project and is coordinating all phases of the program.

### JCEE to assist

Consultant help, when needed, and the services of staff members will also be provided by the Joint Council. Further, JCEE has agreed to publish the individual reports of the project at its conclusion.

In the third JCEE project, an experimental study of conservation and resource-use education has been undertaken with funds granted for the purpose by Resources for the Future, Inc.

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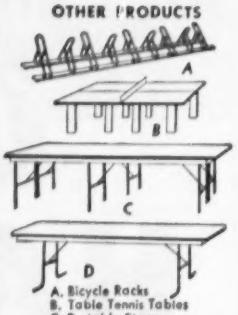


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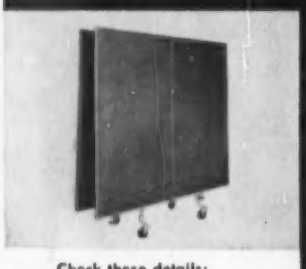
SE-335

TABLE TENNIS

*anywhere . . .*
*anytime . . .*
*with new, portable*

TUCK-A-WAY





Check these details:

¾" plywood top, 5' by 9' and 30" high.

SICO "Floating-Fold" frame—no latches or locks.

Frame finished in beige enamel—other colors optional.

Flat green court with white court lines.

Guaranteed 10 years against construction defects.

FREE CATALOG

*gives complete specifications, write:*

SICO *Tuck-A-Way*, ready for play in seconds, folded and stored away in small 16¼ x 60 inch floor space area just as fast. *Tuck-A-Way* makes any area a recreation area, produces true multi-use of space. It glides quickly and easily from one place to another; unfolds and folds smoothly and instantly on exclusive, "Floating Fold" frame.

SICO *Tuck-A-Way*, designed for more flexible use of space, greater convenience and long, hard service. Tuck-A-Way carries a 10 year, written guarantee. Regulation, quality plywood top mounted on *arc welded* structural steel frame; casters are 3 inch, hard rubber.

SICO manufacturing company, inc.

Dept. 109 6045 Pillsbury Avenue South
Minneapolis 19, Minn.

## SPOTLIGHT

JCEE's cooperating schools project, there are local advisory committees assisting with the program. In addition, the resource-use education project has a National Advisory Committee made up of persons prominent in fields bearing on resource-use education.

The project is being carried out with schools in Minneapolis; Seattle; Lexington, Ala.; Dayton, Ohio; Chattanooga, Tenn.; Hartford and Webster Groves, Mo.

Among the materials for teachers prepared recently by the Joint Council are teachers guides to money, banking and credit; economic security and community resources for economic education. Also published recently is a bibliography of free and inexpensive materials for economic education.

### Russian High School Grad Memorizes Text Material

WASHINGTON—The average Russian high school graduate today is seventeen years old; has compressed twelve years work to ten, because he studies six days a week and has few holidays, reports Allen Dulles, director, Central Intelligence Agency.

Furthermore, he has had ten years of mathematics, seven years of languages, and nine in science. He has memorized more than 3,000 pages of text material.

### Language Aids Relations, Reports UNESCO Study

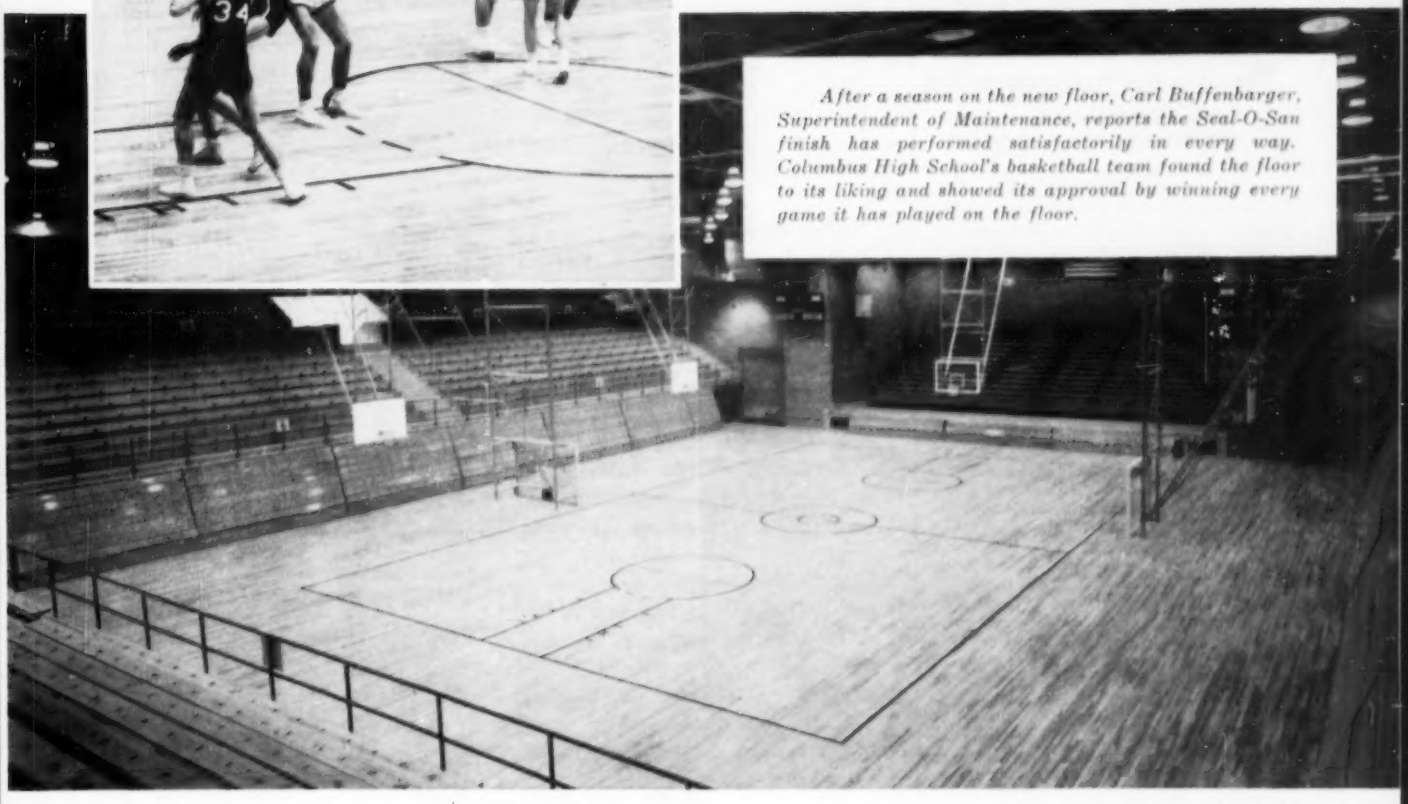
UNITED NATIONS—Language is the indispensable key to the understanding of a people, according to a study published recently in booklet form by the United Nations Educational, Scientific and Cultural Organization.

A person who has learned to be "at ease in a second language feels at home" with the people of another country, declares *The Teaching of Modern Languages.*

On the other hand, one who has never penetrated "the language curtain may not even suspect that there is a way of living distinct from his



# *This is* SEAL-O-SAN® *in action!*



*After a season on the new floor, Carl Buffenbarger, Superintendent of Maintenance, reports the Seal-O-San finish has performed satisfactorily in every way. Columbus High School's basketball team found the floor to its liking and showed its approval by winning every game it has played on the floor.*

Architect, McGuire and Shook, Indianapolis

## A lively, resilient floor at Columbus, Ind., High School permits fast action, safe play on the court!

ACTION is the word for Seal-O-San! For there lies the difference between an ordinary sealer and the right sealer for your gym floor.

All gym floors must be designed for ACTION . . . and the activities on those floors should be safe for the youngsters. Basketball is among the fastest sports played on the gym floor and to be played well the players must have confidence that pivots, fast breaks and all tricky footwork are safe, steady, sure . . . otherwise well organized team play becomes pure chaos with each team member looking out for his own skin.

All modern sealers provide a surface that is relatively easy to maintain. All to a degree, enhance the beauty of the wood. All are sold on performance. But, *only* Seal-O-San can give you the assurance of a really lively, yet safe floor for all types of fast action under nearly any condition.

Thirty years of favorable experience prove this fact. If you have a problem floor, ask your neighboring coach who has used Seal-O-San. He is our best salesman.

### FOUND SEAL-O-SAN BEST IN 17 YEARS' EXPERIENCE

"For the past 17 years I have been connected with or associated with school business in Indiana either as a coach or as a Superintendent of Maintenance and Supplies and I would like to say that during that time I have used several types of gym finishes. I am convinced that the Seal-O-San gym finish is one of the better if not the best gym finishes I have used. It is very easily maintained plus the fact that it is non-slippery and glare free."

Carl Buffenbarger

Superintendent of Maintenance and Supplies



## SEAL-O-SAN.

GYM FLOOR FINISH

## Huntington Laboratories

Huntington, Indiana

Philadelphia 35, Pa. Toronto 2, Ontario

SE-337

NEW! 'Sexauer' Monel Self-Locking bibb screw – 10 sizes do the work of 37!




NEW! 'Sexauer' Easy-Tite faucet washer with Fiberglas reinforcing

This nylon plug locks the screw *automatically!*

**NEW! Amazing, patented screw and washer combination cuts faucet washer replacements 75%**

**—with each leak eliminated, you reduce water and fuel bills up to $28.80 quarterly**

Most faucet washer failures are caused by wrong length screws. 'Sexauer' Self-Locking screws* and Easy-Tite washers* – used together – cut costly washer replacements 75%! You save up to $28.80 quarterly in water and fuel alone with each leak stopped. Here's how . . .

A screw *too short* for the tapping distorts and splits the washer when tightened; the washer works loose, is torn to shreds. If *too long*, it can't grip the washer; this ruins the washer and causes hammering in the water line.

**Simplifies fitting problem—cuts installation costs**




'Sexauer' Self-Locking screws eliminate the problem of misfit screws. They lock *automatically* at the required depth as the nylon plug is compressed in the faucet thread. The washer is not distorted, is held firmly.

You can re-use Self-Locking bibb screws repeatedly. Made of Monel, they resist corrosion, never rust; heads won't twist off, screw driver will not distort the slot.

Self-Locking screws save time spent in fitting the proper length—10 sizes do the work of 37! Used with new, Fiberglas-reinforced 'Sexauer' Easy-Tites, they cut washer replacements 75%, fixtures last longer. Easy-Tites resist closing squeeze and excessively hot water, outlast ordinary washers 6 to 1!

**Water and fuel savings**

One dripping faucet wastes 8,000 gals. of water yearly. A pinhole size stream increases waste to 8,000 gals. in a *single month!* Here is what you save *quarterly* in stopping just *one* pinhole leak on a hot water faucet:

| Fuel Saving | | Water Saving | Total Saving |
|---|---|---|---|
| Oil (196 gals.) | $22.77 | $6.03 | $28.80 |
| Coal (2,469 lbs.) | 22.22 | 6.03 | 28.25 |
| Gas (21,103 cu. ft.) | 21.30 | 6.03 | 27.33 |

Save water, fuel and labor costs; conserve costly fixtures by cutting washer replacements 75%! Use new 'Sexauer' Self-Locking screws and Easy-Tite faucet washers. *You save every time you do!*

**WRITE FOR CATALOG.** New 'Sexauer' Self-Locking screws and Easy-Tite washers are just part of the line of over 3,000 'Sexauer' Triple-Wear plumbing repair parts and patented precision tools. Send for our new, 126-page Catalog H. *Write today!*




*Reg. U. S. Pat. Off.

**J. A. SEXAUER MANUFACTURING CO., INC. Dept. X-16**
**2503-05 Third Avenue, New York 51, N. Y.**

SEXAUER
WORLD'S LEADING SPECIALISTS IN PLUMBING AND HEATING REPAIR PARTS

# SPOTLIGHT

own, let alone understand it."

The booklet stems from an international seminar organized by UNESCO in Ceylon two years ago, attended by educators from eighteen countries.

Director of the seminar, and co-editor with UNESCO of the booklet, is Professor Theodore Andersson of Yale University.

## WCSS Hears Top UN Officials at NYC Convention

NEW YORK—The National Council for the Social Studies, at its 35th annual convention in New York City, November 24-26, played host to high-ranking officials of the United Nations.

Almost 1,800 social studies teachers from elementary, junior high and high schools throughout the nation attended the three-day meeting.

The convention opened on Thanksgiving Day with a reception in the main delegates' lounge of the UN building. The first general session followed in the Trusteeship Council Chamber with members of the Secretariat, foreign delegations, and the United States Mission as speakers.

### Norman Cousins talks

Norman Cousins, editor of *The Saturday Review*, spoke on "Foundations of Freedom" at one of the general sessions.

Among other speakers at the various section meetings were Clyde Eagleton, professor of international law, New York University, who spoke on "Issues of UN Charter Revision"; Jacques M. May, American Geographical Society, "The Relationship Between Geography and Disease"; Robert E. Riegel, professor of history, Dartmouth College, "The Historian and the American West During the Last Decade"; Raymond Vernon, formerly acting director, State Department's Office of Economic Defense and Trade Policy, "Foreign Trade and Nuclear Warfare"; and E. Merle Adams, instructor of social science and sociology, Syracuse University, on "New View-

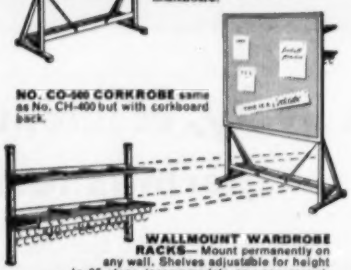
SE-338




A system of multi-purpose movable steel wardrobe racks with either a chalkboard (blackboard) or a corkboard (bulletin board for pictures, maps, etc.) back. These sturdy, welded furniture steel units provide: (1) Means for holding coats, hats, overshoes and lunch boxes in an efficient and orderly manner; (2) Chalkboards or corkboards to aid class instruction; (3) Efficient, large capacity, space-saving wardrobe units, that go wherever needed, fit any space, and permit complete flexibility in room arrangement.




**NO. CH-400 CHALKROBE** 4'2" long, 25" deep, 6'¼" high on glides (or 6'4" high on casters). Hat shelves and hanger bars are adjustable for height—accommodate every age group—(Hold 16 with coat hangers or 24 with coat hooks.) Off-floor shelf for overshoes and 50" x 48" chalkboard.



**NO. CO-500 CORKROBE** same as No. CH-400 but with corkboard back.

**WALLMOUNT WARDROBE RACKS**— Mount permanently on any wall. Shelves adjustable for height in 2" steps (accommodate any age group). Hold 4 spaced coat hangers or 6 coat hooks per running foot. Units interlock to make continuous rack of any length.
**No. AW-3 Wallmount** Coat and Hat Rack 3'2" long
**No. AW-4 Wallmount** Coat and Hat Rack 4'2" long



**WALLMOUNT OVERSHOE RACKS**— Mount on wall at floor level . . . extend 11½" out from wall. Interlock to make rack of any length.
**No. B-3 Wallmount** Overshoe Rack 3'2" long
**No. B-4 Wallmount** Overshoe Rack 4'2" long



**Checker®** This 5 ft. double faced rack holds 50 coats and hats. Goes wherever needed—on large casters.

* Vogel-Peterson Trade Mark



**Checkerette** Ideal rack for choir robes or sacristy. Knocks down and stores like a folding chair.

*Write for Bulletin SL-51*

**VOGEL-PETERSON CO.**
1127 West 37th Street • Chicago 9, Illinois

# No matter which you use...

## EVERY Viewlex PROJECTOR IS...




**Many projectors LOOK somewhat alike, in appearance and price—but Viewlex has something extra! Rigidly controlled standards of QUALITY carried through every step of manufacturing assure projectors that are trouble free and a delight in operation. VIEWLEX QUALITY CONTROL is a precious property—it is the real reason why Viewlex guarantees every Viewlex projector for a lifetime!**



### VIEWLEX VIEWTALK

Plays standard and long-playing records, up to 16" —two permanent needles on twist arm. 33⅓, 45, or 78 r.p.m. Model WR—4" x 6" detachable speaker for 150 or 300-watt Viewlex projectors. Model WHD—6" x 9" detachable speaker for 500-watt projector.



### VIEWTAPE

Hi-Fi sound and picture. Easy to record. Easy to edit. Fast wind and rewind. 1 full hour on every 5" reel. Perfect for schools, churches and industry. Accommodates any Viewlex Projector.

### V-2C - V-22C - V-25C

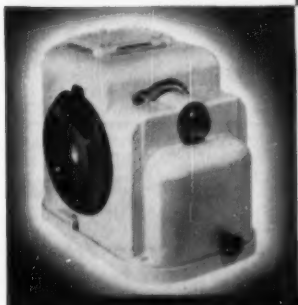
For 35mm filmstrip single and double frame, vertical and horizontal pictures, 2 x 2 and Bantam slides, any type mount. Change from filmstrip to slides in seconds. V2C—150-watt, V-22C—300-watt motor fan cooled. V-25C—500-watt motor fan cooled. 3-5-7-9-11 inch lenses.



### V-4S — V-44S

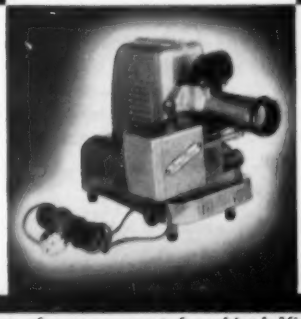
For single-frame filmstrip. The ideal budget-priced filmstrip projector. Clear, sharp projection; brilliant illumination; simple to operate. Cannot tear film. Model V-4S 150-watt convection cooled. Model V-44S 300-watt motor fan cooled. 2", 3", 5" and 7" focal-length lenses available.





### VIEWMATIC

Remotely controlled and automatic magazine fed slide projection of 2 x 2 slides. Holds 30 slides, changed by remote control push-button or automatic timer. Runs forward or backward at any speed. For teachers, lecturers, sales and advertising promotions.



### STRIP-O-MATIC

Remote control 35mm filmstrip advance mechanism. Hand-held push-button. Allows complete freedom of movement. Speaker can stand wherever he wishes, or even sit with the audience. For use with all Viewlex filmstrip projectors (illustrated here with V-25C).

**Write Dept. S-5 for literature and the name of your nearest franchised Viewlex Dealer.**

"Change-O-Matic" Automatic slide changer accommodates paper, glass, metal, or tape slides intermixed.

Viewlex INC. 35-01 QUEENS BOULEVARD LONG ISLAND CITY 1, N. Y.

# YOUR ENTIRE COMMUNITY



## gathers at your school auditorium

**... it deserves the fine, lasting comfort of Griggs Pushback® Chairs**

Tops in auditorium seating, Pushback Chairs make every performance a pleasure. No rising for late comers . . . no struggle when a youngster wants his third drink of water. Just slide the seat back – there's plenty of passing room. Write us, we'll tell you just how Griggs Pushback Chairs, or other Griggs Auditorium Chairs will make your school assembly hall *extra* attractive for the whole community.

Handsome, new Airliner Study Top Desks, No. 780-A.



Comfortable, lightweight 700 Desk and 740 Chair combinations.



Lovely for lectures. 520 Tablet Arm Chair.



**the Best for the Rest of your school**

*Write for new, complete, Griggs Seating catalog*

**GRIGGS Equipment Company,** Belton, Texas

MANUFACTURERS OF SCHOOL, CHURCH, AND THEATRE SEATING

points in Sociology."

The convention adjourned to the UN on Friday afternoon where members of the Secretariat, in cooperation with NCSS officials, arranged for delegates to attend some of the UN sessions, tour the buildings, and see documentary films.

Breakfasts on Friday morning were reserved for state social studies councils of Ohio, Pennsylvania, Illinois, New Jersey and New York; those on Saturday for editors of publications of social studies organizations and officers of local, state and regional councils.

Speakers at various breakfast and luncheon meetings included Fannie Hurst, author and lecturer, who spoke on "New York, a Metropolis in Transition"; and Carl Carmer, historical novelist and author of "Stars Fell on Alabama," who discussed "The Creative Uses of History."

NCSS, an NEA department, has a membership of over 6,000.

Its program, developed through publications, committees, and meetings, seeks to outline a social studies curriculum to meet the needs of present day society. Emphasis is now being placed on problems of international understanding and world peace.

## Teacher is Key to Finding Future Scientists

NEW YORK—"The teacher remains the key" to the solution of the problem of how "to increase the number of youngsters who enter science professionally," Paul F. Brandwein, associate director, Joint Council on Economic Education, told members of the Federation of Science Teachers Associations of New York City recently.

Speaking on "What Can We Teachers Do With Our Greatest Resource—the Gifted Science Student?," Dr. Brandwein emphasized that even without adequate tests to identify gifted science students, a program which provided good opportunities for youngsters with basic

SE-341

Never Before so many fabrics...
so many new uses
for every school





We never worry about cleaning and flame-proofing Dura-Decor stage curtains. They always look new—are permanently fire-safe.





Dura-Decor reversible cyclormas give us two-color effects in one material.





Keeping Dura-Decor clean is easy. Light dusting now and then does it! Stands up under hard usage, too.





This low-cost room-dividing material makes it possible to carry on two gym periods at the same time.

Only the complete line of **DURA-DÉCOR** coated
**FIBERGLAS*** fabrics offers all these exclusive features

• permanent fire-resistance • easy cleaning • durability • lasting beauty

Wherever fabrics are used in schools—from stage curtains and cycloramas through room dividers and wardrobe curtains—there is a Dura-Decor Fabric designed and priced to fit every function.

The entire Dura-Decor family of fabrics is basically the same material—a "supported" fabric with a "core" of strong, pliable Fiberglas coated with synthetic plastic resins. All Dura-Decor fabrics have common properties and advantages—permanent fire-safety and complete elimination of all cleaning and maintenance costs.

Dura-Decor Fabrics, in many rich colors and attractive patterns, are especially adaptable for Stage Curtains, Window Drapes and A-V Room-Darkening Curtains.

Flat-finish (without pattern), lighter-weight Dura-Decor is now available at still lower cost. The Reversible Cyclorama style with a choice of colors on the front and neutral color on the back provides a "lined" look that has proved popular for inexpensive Window Drapes.

Write today for Dura-Decor samples and suggestions on many other economical uses.

*T. M. Reg.

Duracote
CORPORATION
RAVENNA.... OHIO

DURACOTE CORPORATION
Ravenna, Ohio
Department 132
Send information on DURA-DECOR Fabrics for:
☐ Stage Curtains ☐ Window Drapes
☐ A-V Room Darkening Curtains ☐ Cycloramas
☐ Room Dividers, Floor Coverings, "Buffer" Curtains
☐ I would also like the name and address of the nearest DURA-DECOR Approved Major Decorating Studio
Name
Title
Organization
City Zone State

SE-342



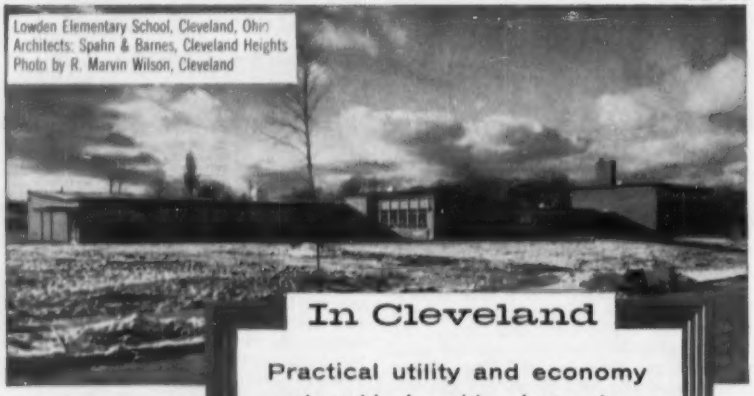

THE SCHOOL TOWELS THAT PROVE
"You Get What You Pay For!"

Sure, you can buy lower-priced towels than McArthur Super-Turks and Super-Gyms. But—are they *lower cost* towels? When you consider *cost* plus *performance* . . . you'll find that these famous McArthur School Towels are the real bargains in the towel field. They're made stronger . . . of highest quality materials . . . to last longer (350 to 500 uses and launderings). This extra life is your extra savings. And you get the dividend of McArthur's free towel repair service. To be sure you get what you pay for . . . write today for information.

GEO. McARTHUR & SONS, INC.
BARABOO, WIS.

NEW YORK STATE REPRESENTATIVE: Vern Volland, 19 Fairchild Drive, Eggertsville 21, N.Y.

SE-343




In Cleveland

Practical utility and economy go hand in hand in elementary school planning. The architects strikingly achieved this goal, while specifying throughout equipment of proven dependability. Naturally, Halsey Taylor fountains were selected. The Halsey W. Taylor Co., Warren, O.



Attractive wall fountain, one of many in Halsey Taylor line

HALSEY TAYLOR

America's Favorite Fountains

S-60

## SPOTLIGHT

talent and psychological disposition "to come forward and identify themselves."

"All the boys and girls who will be our scientists pass through our secondary schools. It is there where efforts to increase the number of youngsters who enter science professionally will bear the greatest fruit," he emphasized.

Another speaker was Fairfield Osborn, president, New York Zoological Society and president, Conservation Foundation.



*Brandwein*

Also on the program was a demonstration of a solar battery, which provides a new method of trapping radiant energy.

More than 1,200 science teachers, attended the fall meeting of their Federation.

### NEA Publishes Booklet On Professional Ethics

WASHINGTON—A new booklet, designed to inform the teaching profession of accepted ethical practices as they apply to all members, has been published by the Committee on Professional Ethics of NEA.

*Opinions of the Committee on Professional Ethics*, is a 70-page booklet containing 32 opinions on specific sections of the Association's Code of Ethics, based on questions submitted by classroom teachers, administrators and education associations.

It also contains the NEA Code with annotations and an analysis of the functions of the Professional Ethics Committee.

Among the 32 opinions are rulings on such questions as teacher references, outside teacher employment, political activity in school board elections and teacher contracts.

The booklet may be ordered from

# Floor Maintenance Equipment and Materials

## MULTI-CLEAN Method



**SCRUBBING MACHINE**—For floors, rugs and carpets. Heavy gauge steel tank, easily filled, non-spilling. Fingertip solution flow and dual-purpose safety switch. Balanced construction, adjustable handle. 8 ball bearing gear unit. Capacitor motor with sealed bearings, no brushes. 3-conductor cord. Sizes: 12", 14", 16", 19" and 22". Attachments for every floor maintenance job.

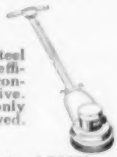


**FLOOR MACHINE**—For every type floor work . . . scrubbing, waxing, polishing, troweling, grinding, dry cleaning. Same balanced construction and features as Scrubbing Machine. Quickly converted to scrubbing machine by attaching solution tank and control lever. Five models: 12", 14", 16", 19", 22".

**MC-31**—31" machine with covering area of 855 sq. in. for cleaning, polishing, steel wooling hallways and large unobstructed floor areas. Heavy-duty construction, operation similar to other models.



**EXPLOSION-PROOF FLOOR MACHINE**—For mechanical floor maintenance in hazardous areas without danger of fire or explosion. Can be used near and in combustible material with absolute safety. All electrical components are approved by U/L. Brush sizes: 14" and 16". Heavy-duty switch and 40 ft. Neoprene-covered 3-conductor cord.



**LITE-12 FLOOR MACHINE**—Scrubs, waxes, polishes, steel wools all types of floors. Low, balanced construction, efficient, rugged. Finger-tip lever-operated momentary contact type switch. Direct ball bearing greaseless gear drive. ¼ hp AC motor, 30' cord. Brush diameter 12". Weighs only 38 lbs. with brush. Easy on-off attachments, U/L approved.



**INDUSTRIAL VACUUM CLEANERS**—MCV-214 and MCV-220, 10 and 16-gal. capacities. Wet or dry pickup. Heavy-duty, portable, quiet, safe, versatile. 1 hp Universal motor, independent cooling system, electronic shutoff prevents flooding. 3-stage turbine, water lift minimum 64". 30' 3-conductor cable, 2 hp switch, 10' 1½" easy-flex white hose, molded rubber ends. 54" wand. Standard attachments for floors and upholstery. Also available in extra quiet hospital models.



**MCV-255 INDUSTRIAL VACUUM**—For big cleaning jobs. 50-gal. capacity. Minimum water lift 80". 1½ hp Universal motor, independent cooling. Electronic shutoff prevents flooding. 30' 3-conductor cord. 3-wheel rubber-tired dolly. 54" wand, 15' 1½" flexible hose. Wet or dry pickup. Standard attachments: 18" floor tool, shoe plate, and 5" upholstery tool.



**D-100 VACUUM CLEANER**—Wet or dry pickup, powerful, portable. Weighs only 29 lbs. Maximum 66" water lift. Long-life precision ball bearings. ½ hp Universal motor. Suction created by 2-stage turbine. Overflow safety fuse. Tank capacity 3½ gals. wet or ½ bushel dry material. Full line of attachments.



**F-300 VAC-BLOWER**—All-purpose industrial vacuum cleaner and a powerful blower. 16 lb. detachable power head and dust bag for portable blowing or vacuuming. 10-gal. steel tank, 1 hp. AC-DC motor. 43" maximum water lift. Complete unit weighs only 50 lbs. Easily portable, wet or dry pickup. Attachments for every cleaning job.



**ADD-A-TANK**—Adapts industrial vacuum cleaner for heavy volume pickup. Fits any 30-gal. or smaller ash-can. For cleaning boiler flues, fire boxes, chimneys, milling machinery, grain elevator pits, all hazardous areas.

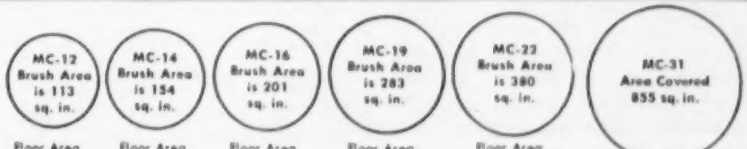


**E-200 VACUUM CLEANER**—Medium priced all-purpose industrial vacuum cleaner. 600 watt AC-DC 115V motor with long-life precision ball bearings. Suction created by 2-stage turbine. 45" maximum water lift. 20-gauge steel tank holds 10 gals. liquid, 1¼ bu. dry material. Wt., 48 lbs. Highly portable. Attachments for all cleaning jobs. U/L approved for wet and dry pickup.

**G-400 VACUUM CLEANER** (Not shown)—Similar to E-200 except has 1 hp motor and 63" water lift. Wt., 53 lbs. U/L approved.

### SELECTING MACHINE TO FIT FLOOR AREA

For economy and efficiency, here is a guide to selecting the proper size floor machine with respect to area.




| Floor Area 750 to 2,000 sq. ft. | Floor Area 2,000 to 5,000 sq. ft. | Floor Area 5,000 to 10,000 sq. ft. | Floor Area 10,000 to 20,000 sq. ft. | Floor Area 20,000 sq. ft. and over | Hallways, large unobstructed areas |
|---|---|---|---|---|---|

## MULTI-CLEAN TESTED AND PROVED FLOOR FINISHES

**WATERPROOF WAX**—Provides lasting beauty, longer wear for all types of floors. Excellent anti-slip qualities. Carnauba base, self-polishing, water emulsion wax. Resists scuffing, won't crack, chip, flake, waterspot or discolor. Approved by U/L, York Research Corp., Rubber Mfrs. Ass'n. Meets or exceeds Asphalt Tile Inst. specs. Available with special anti-slip formula.

**LIQUID SPIRIT WAX**—For sealed surfaces. Cleans and waxes in one operation. Consists of vegetable and mineral waxes reinforced with special resins. Produces hard, flexible, easily cleaned surface. For all floors except asphalt and rubber. Maroon, tile red, brown, green, gray, natural and colorless.

**KWIK-COLOR WAX** — Protects, beautifies concrete after application of KWIK-COLOR SEAL. Waterproof emulsion wax with colored emulsified plastic resin. Dries hard in 1 hour. Tile red and light gray.

**SUPER SAFETY CLEANER** — With HCP (high cleaning power). Lifts stubborn dirt and grime off floors quickly, holds it in suspension for easy removal. Coconut oil base. Safe for all floors. Cleans perfectly in hardest water. Contains minimum soap solids of 26%. Goes twice as far as ordinary cleaners. Can be mixed to remove wax.

**WAX REMOVER**—Safe for all floors. Cleans floor and removes wax buildups. Odorless, non-toxic, non-inflammable. Easy, quick, inexpensive to use. Contains powerful emulsifying agent that works in 10 to 15 minutes.

**BLUE BLAZES CLEANER** — Concentrated synthetic cleaner for all floors. Cleans completely in hard or soft, hot or cold water. Cleans



quickly, efficiently with a minimum of scrubbing.

**REMOVOIL**—A Solvent Cleaner and Degreaser. Makes oil-soaked floors look like new. Non-explosive, non-toxic. Removes rubber burns from gym floors. Degreases all kinds of metal and alloys. Protects against rust and corrosion. Easy to use, highly concentrated.

**SEAL AND VARNISH STRIPPER**—Removes finish from wood, concrete or terrazzo. Easy to apply, no after-wash. Non-inflammable. Lifts old finish in 30 to 40 minutes. Won't raise grain in wood or harm basic floor materials.

**CONCRETE HARDENER AND ETCHER**—Cleans, etches, hardens, dustproofs. Assures even etching on all concrete surfaces. Gives longer life, extra strength to floors.

**KWIK-COLOR SEAL**—For old or new concrete. Prevents dusting. Gives controlled penetration. Contains emulsified plastic resin. Tile red and light gray.

**NEO-DRY CONCRETE SEALER**—(Rubber Base). Beautifully colors concrete floor surfaces. Fast-drying, easy to apply, prevents dusting and chipping. Highly resistant to alkali and other corrosive agents. Colors: tile red, brown, gray, light gray, green, white, black, natural.

**CONCRETE PRESERVER** — (Bakelite Base). Provides tough, sanitary, colorful finish and longer life to new or old concrete. Prevents dusting. High resistance to abrasion, water, grease, oils, alkali and soap. Especially recommended where petroleum spillage occurs. Colors: maroon, tile red, brown, green, gray, light gray, natural.

**ASPHALT TILE PRESERVER** — Penetrates and seals in one application. Preserves color and finish on old, faded floors. Resists grease, water, soaps, alkalies. Dries hard in 30 minutes. Anti-slip material U/L approved.

**SUPER FLOR-TREAT**—Protects and seals all types of floors. Dries to tough, attractive finish in 1 hour. Ideal for light colored floors. Can be used alone or as base for wax. Odorless water emulsion, non-yellowing plastic resin. Non-inflammable. Approved by Rubber Mfrs. Ass'n and U/L. Meets or exceeds Asphalt Tile Inst. specs.

**TERRAZZO SEALER**—One-coat application brings out natural beauty and vivid terrazzo colors. Long-lasting. Seals the pores, prevents chipping and corrosion. Resists water, acids, alkalies, soaps, grease and solvents. Anti-slip U/L tested and approved.

**FLOOR DRESSING** — with active germicide. Cleans, polishes, disinfects all types of floors. May be used on all wood, terrazzo and concrete floors, on waxed or treated linoleum, asphalt or rubber tile. U/L approved.

**PENETRATING SEALER**—Polymerized for greater penetration and thorough sub-surface sealing of all wood floors. Protects against wear, moisture, dirt. Stands up in heavy traffic. Lowers floor maintenance costs. Approved by U/L and Maple Flooring Manufacturers Association.

**GYM FINISH**—Provides hard, durable, easily cleaned high gloss surface, impervious to rubber burns. Assures fast, non-slippery footing. Meets Maple Flooring Mfrs. Ass'n specs. and approved by U/L.

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SE-345

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## SPOTLIGHT

the Committee on Professional Ethics, NEA, 1201 Sixteenth Street, N.W., Washington.

***Educator's Ailments . . .***

*(from evaluation report, Nat'l. School Boards Ass'n symposium, September 28—October 1)*

*We are subject to three diseases that also beset other occupations. First, the jaundiced eye . . . 'All looks yellow to the jaundiced eye.' Second, the languid liver. The victim of this disease . . . just hasn't enough energy to rise to any challenge . . . Third, hardening of the concepts. If the concepts are sufficiently hardened, it is pretty hard to get anything new through them.*

*—Francis S. Chase, Chmn.*
*Department of Education*
*University of Chicago*

### A-V Budgets Double In Decade, Study Shows

WASHINGTON—Between 1946 and 1954, average budgets for audio-visual education in public schools have doubled, as has the percentage of teachers now using these modern teaching devices.

Thus reports a survey on *Audio-Visual Education in Urban School Systems*, by the Research Division of NEA.

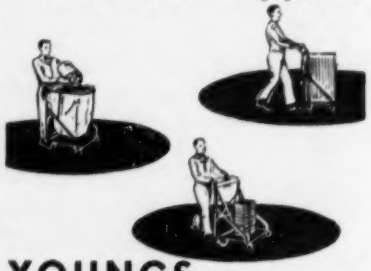
The number of 16mm. sound projectors now in schools is up more than double, and slide and filmstrip projectors have increased nearly threefold. The number of instructional films used has gone up even faster, while filmstrips are approximately four times as numerous as eight years ago.

The median appropriation for audio-visual education rose in those eight years from 33 cents per pupil per year to 65 cents. Furthermore, the increase was as notable in the lower quartile of school systems reporting (a rise from 14 cents to 33 cents), as in the top quartile (which rose from 60 cents to $1.06).

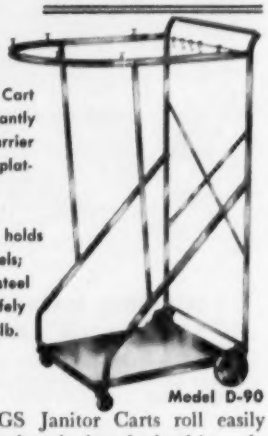
Even so, the appropriations are far

SE-346

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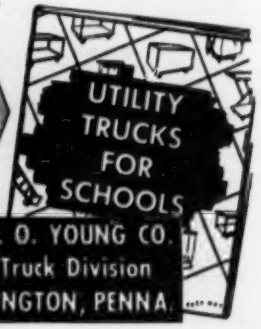
This Janitor Cart converts instantly from bag carrier to a sturdy platform truck.

Canvas bag holds over 5 bushels; 140 sq. in. steel deck can safely handle 300 lb. loads.

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- YOUNGS Janitor Carts roll easily and quietly, whether the load is trash, wastepaper or supplies. They will not mark the finest floors. Wastebaskets and trash cans can be emptied into the widely outstretched canvas bags quickly and without spill.
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- Available in two platform models; Model D-93 (not shown) has approximately twice the D-90 capacity in all respects. Five non-platform styles also available.

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School Truck Division
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SE-347

# SEAFARING GYMNASIUM BLEACHERS?

## NOT QUITE!



# But Even 6-ft. Flood Waters Couldn't Impair the Easy Operation of *Universal* Roll-A-Ways

Ease of operation is a *very* important item to consider when selecting folding bleachers for gymnasiums. That's why you should be especially interested in this experience of Geo. Bistline, Principal, East Indianola School, Topeka, Kansas:

"In July, 1951, this city suffered the worst flood in its history. Flood waters were six feet deep in our gymnasium. Much equipment was damaged beyond repair. Our gym floor had to be replaced. The *Universal* Roll-A-Way Bleachers, however, withstood several days under water without serious damage. After the mud had been washed off and the boards refinished, we were pleased to find that our bleachers operated as easily as before. Since that time we have used the bleachers constantly during the school years and have never had any cause for complaint."

Perhaps your gymnasium will never be flooded, but that means even greater assurance of easy bleacher operation under all conditions if you select or specify *Universal* Roll-A-Ways. You'll be sure of maximum spectator seating comfort, too. Write today for free catalog.

### This Experienced Man

... Bennie Bubb of Bennie Bubb & Associates, Topeka (covering Kansas) ... is one of many *Universal* representatives throughout the nation who will be glad to show you the superior advantages of *Universal* Roll-A-Way Bleachers. Don't hesitate to call for the representative in your area.



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## SPOTLIGHT

below the minimum of $3.00 per pupil per year that the audio-visual specialists recommend for an adequate program.

On the negative side is the finding that only one classroom in four is reported "well adapted" for the use of audio-visual techniques; 41 percent are reported "poorly adapted"; while 34 percent are completely unadapted for the use of modern teaching tools and materials.

There is growth in the number of city systems where audio-visual specialists have been assigned to coordinate the AV work in the schools in their charge, but only 20 percent of these specialists are on AV full time. These are chiefly in the larger cities.

## *"Johnny" Stimulates Rash of Publications, Articles, Speeches on Teaching Reading*

"If Johnny *can't* read, he may be unaware that he has become famous. If he *can* read, he is probably enjoying the spotlight—and Rudolf Flesch is wrong."

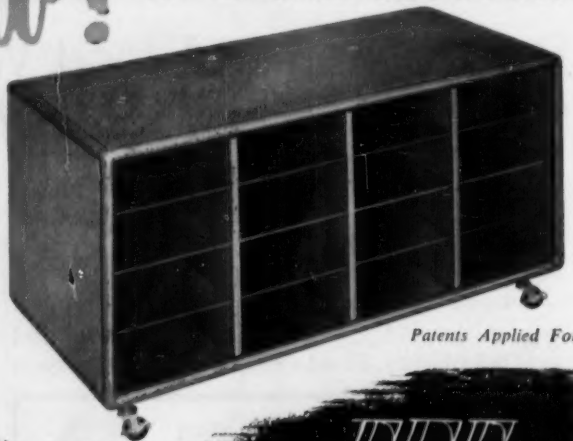
Thus begins part of the report of NEA's Education Research Service on *Education in Lay Magazines*, second quarter, 1955.

The publication of the aforesaid Dr. Flesch's book, *Why Johnny Can't Read*, early in 1955 has stimulated many articles, speeches and reports on reading, the first of the 3 R's.

Writing in *The Reporter*'s May 5, issue, Fred M. Hechinger, education editor, New York *Herald-Tribune*, analyzes Dr. Flesch's book and finds

SE-349

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**Sensational!** . . . in design, construction, economy. Sink units, storage cabinets, and other modular units you can easily move to adapt room layouts to changing needs. Nothing else like it anywhere near the price. Tubular steel framework, wood panels, plastic work surfaces — beautifully finished!

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## A Hillyard PLAN WILL SAVE LABOR COST

Yes you can have the finest treatment and maintenance program that's in use today in thousands of America's buildings—yet enjoy savings that will amaze you. Three simple steps can bring you this economy.





**1 BUY QUALITY MATERIALS.** Don't let cheap materials fool you. Remember 95c out of every dollar spent for floor maintenance goes for labor. It's not the original cost that counts. Hillyard products are made to last longer—actually save up to 50% in labor costs.

**2 USE PROPER TOOLS.** Maintenance tools that are worn, or unsuited to the purpose will increase unnecessary labor, using even the best materials. Hillyard equipment that is "right" for each specialized maintenance operation can simplify methods—save hours in daily treatment.



**3 TRAINING IS NECESSARY.** The Hillyard Maintaineer works with your maintenance staff to explain proper application, necessary daily operations and adequate re-treating schedules. You get additional savings in material and labor with a trained staff using a Hillyard Treatment program.




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Fast operating 6-slide color boomerang.

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**TROUPER ARC SPOTLIGHT**

*with adjustable self-regulating transformer in base.*



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points on which he agrees and others which he questions seriously.

The authors of another article, this time in *Parents' Magazine*, June issue, feel that criticisms often arise from misunderstanding, and so attempt to explain modern methods of teaching reading.

Florence Beaumont, associate superintendent in charge of elementary education, New York City schools and Adele Franklin, director, All-Day Neighborhood Schools, New York, declare that changes have been made to facilitate the reading of all children, as well as to help the minority with reading troubles.

According to a release from Random House, almost eight million children's books from that publishing house have been consumed during the past five years. This seems to indicate that Johnny not only can but does read, the publishers feel.



Many school systems have tried to eliminate criticism of reading programs based on misunderstanding by keeping parents and community informed about teaching methods.

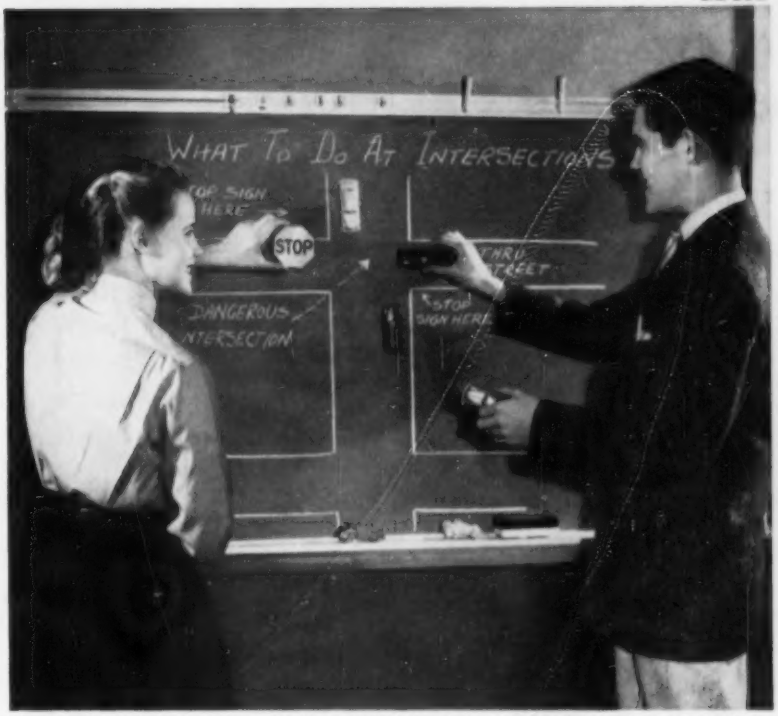
A publication for parents on this subject by the Erie, Pa., Public Schools, titled *Is Your Child Ready,?* is one such attempt (*See October, Spotlight, page 143*).

Another recently published booklet for parents is *Preparing Your Child for First Steps in Reading*, by the School of Education, Michigan State University, East Lansing.

According to Leland W. Dean, acting head, Department of Teaching Education at MSU, the booklet "grew from a series of articles which were published in a number of Michigan newspapers.

"The information was prepared

SE-352




**Students** "drive" magnet cars on Weldwood Chalkboard, learn young that safety is no accident. Weldwood Aluminum Chalkboard Trim, shown, makes a neat installation, and installed cost is less than any similar product on the market.

# New magnetic chalkboard helps schools teach highway safety



**Another Weldwood product** is beautiful Weldwood birch paneling. Built-ins help get away from old-fashioned "institutional" look in Hillandale Elementary School, Montgomery County, Md. Arch.: McLeod and Ferrara.

*PORCELAIN FACES BY THE BESTINGER CORP.

This new kind of chalkboard lets students see accidents and traffic violations happen right before their eyes. Tiny magnets in toy cars stick to Weldwood Chalkboard, lift instantly to new positions, make it easier to teach safe driving.

Perfect for visual aids in school and business, Weldwood Chalkboard is easy to write on: doesn't "squeal" under chalk. Its soft green color gives maximum readability and is restful to young eyes.

Its porcelain-on-steel* face is bonded to strong, rigid plywood backed by a sheet of aluminum for balanced construction. Its tough surface won't shatter, warp, break or buckle —and it *never* needs refinishing.

Weldwood Chalkboard is *guaranteed for the life* of the building in which it is installed.

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ASK FOR IT BY NAME AT YOUR FAVORITE SOURCE OF SUPPLY.

Send for ideas on Creative Crayonex Projects. Dept. SN-39




## SPOTLIGHT

because so many are concerned about how children learn to read and why some do not learn to read.

"A question frequently asked is: 'What can we do at home that will help us to prepare our child for the time when he begins to read?'."

The recently-published yearbook of the Department of Elementary School Principals, NEA, also deals with this problem.

Titled *Reading for Today's Children*, it is described on page 105, November issue.

Meanwhile, the National School Public Relations Association, an NEA department, has published *This Business about Johnny and His Reading*, a portfolio of reprints and articles on teaching reading, to be used with staff and community.

### *Year-Old School Law Organization Holds First Conference at University of Chicago*

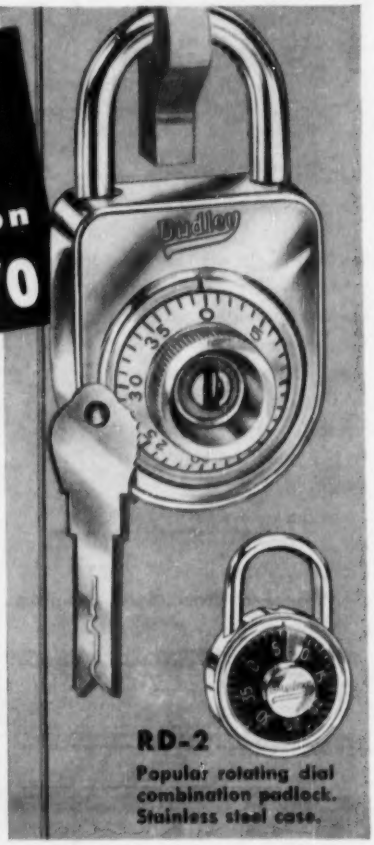
CHICAGO—The first conference of the National Organization on Legal Problems in Education met here recently to discuss the potentialities of the year-old organization and to hear experts in school law discuss various aspects of their field. Over 50 persons attended.

NOLPE was founded in June, 1954, at Duke University, when 56 educators agreed that a school law organization be established.

Under the leadership of Madaline Kinter Remmlein, assistant director, NEA Research Division, the group now has almost 350 members, among them teacher college and law school deans, chief state school officers, state education association executives and counsels, state and regional school-board officers, professors of educa-

SE-354

Closeup of the finest in locker protection DUDLEY P-570




Master-Keyed Combination Padlock. Rugged, cast aluminum case, beautifully satin finished. Extra heavy steel shackle, smooth-working pin-tumbler mechanism, exceptionally pick-resistant, self-locking.

Unique Dudley Master Key can't be duplicated on commercial key-making machines . . . extra security that costs no more. Every Dudley Lock carries a 2-year warranty. *Write for Catalog Folder.*

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# Beauty, comfort and durability for the new Mayo Memorial Auditorium with Heywood ENCORE Chairs



*The Mayo Memorial Building and Auditorium on the Minneapolis campus of the University of Minnesota.*

Designed particularly for the new auditorium at the University of Minnesota, this special adaptation of the Heywood "Encore" auditorium chair has attractive, solid mahogany end standards and South American mahogany veneer backs. The deep coil spring cushions and padded backs provide armchair comfort, while Heywood's extra quality construction assures long, trouble-free service. Architects for the Mayo Memorial Auditorium were C. H. Johnston & Associates of St. Paul. Installation of Heywood seating was supervised by Farnham Stationery & School Supply Company, Heywood-Wakefield distributors in Minneapolis.

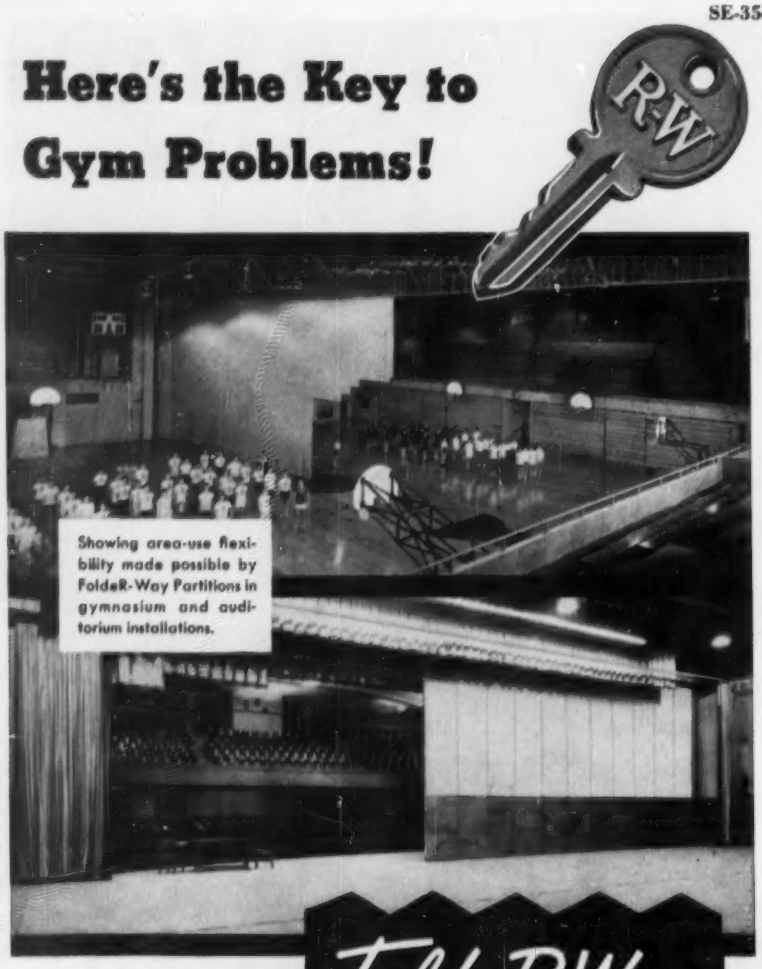
☆ ☆ ☆

A complete description of Heywood auditorium seating is contained in the Heywood-Wakefield School Furniture Catalog. For your free copy write: Heywood-Wakefield Company, School Furniture Division, Menominee, Michigan or Gardner, Massachusetts.

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SE-356

# Here's the Key to Gym Problems!




fully automatic

FoldeR-Way partitions

Did you know that you can quickly *and automatically* transform one gymnasium into two? Or that you can just as easily convert it to a large auditorium? You can . . . and just by turning a key . . . when you have R-W Fully Automatic FoldeR-Way Partitions!

Fully Automatic FoldeR-Way Partitions, designed and constructed to fit any size area, are electrically operated, opening and closing smoothly and silently at a turn of the switch key. Each partition section automatically locks firmly to the floor without bolts or tracks. Acoustically engineered and insulated sections are 3 inches thick to provide maximum "sound stifling effectiveness."

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## SPOTLIGHT

tion and law and superintendents of schools.

In discussing what NOLPE could do for professors of educational administration, Merle T. Strom, Ball State Teachers College, listed five items:

1. serve as a clearing house for latest information concerning school problems and the law
2. focus attention on specific educational problems demanding strict adherence to often complex and troublesome legal and statutory regulations
3. promote more uniform standards and laws in various states through developing model laws and standard forms
4. provide leadership in fostering the legal implementation of desirable administrative policy by spotlighting specific legal problems in education
5. promote more effective preparation of educators by giving attention to such matters as content and ways of teaching school law courses.

### Test is Reasonableness

In discussing "Tort Liability of School Districts and Their Personnel," Robert R. Hamilton, dean, School of Law, University of Wyoming, declared that cases show no rule of thumb for determining liability, but rather hold up a test of "reasonableness."

"Public Education can no longer justify sending children through life blind or maimed through the negligence of the districts, and smugly take refuge behind a rule the foundation and soundness of which is, to put it mildly, open to serious question."

Dean Hamilton agreed that school patrols have great educational value, but states that such value does not justify the risks involved.

Racial desegregation will probably be a slow process, Don Shoemaker, executive director, Southern Education Reporting Service, Nashville, Tenn., told the conference.

This will be observed especially in the deep South, where resistance to the ruling continues, he added.

Harold Vincent, superintendent of

SE-357

Now...accurate scientific tests of

# YOUR STUDENTS' HEARING

can be made easily, economically with the

# NEW BELTONE AUDIOMETER






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Here, at last, is a radically new and different basic audiometer that is ideally suited for determining which of your students suffer from hearing loss and need hearing correction. The new Beltone Audiometer is designed for individual pure tone-tests so that an operator can easily make accurate air conduction threshold audiograms.

Nurses find this new, compact basic audiometer exceptionally convenient because it weighs only 11 pounds. It is easy to use because readings of hearing loss can be made direct from the dial, without arithmetical computations.

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**AUDIOMETER**

**Model 9A**

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*Makers of the World's Finest Hearing Aids*

### Vital Facts about the Beltone Audiometer

- Features a new, exclusive one electronic tube circuit that does away with expense and nuisance of most service problems.
- Contains other new, exclusive features that mean accurate testing...easy operation...low-cost service. Weighs only 11 pounds.
- Manufactured by Beltone Hearing Aid Co. whose precision hearing aids are *individually fitted* to correct each specific hearing loss.



**FREE Descriptive Booklet**

*Mail coupon today for FREE booklet that fully describes the new Beltone basic Audiometer. No obligation. Booklet reveals the many new advantages this instrument gives for easy, accurate hearing tests of pupils in your school.*

**Mail FREE Booklet Coupon Today!**

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SE-358

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Standard Chair
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- 18 gauge steel tubing
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- Complete size range . . . 11", 13", 15", 17"
- First grade materials and finest lacquers
- Taupe color frame

*ALSO MANUFACTURERS OF: Tablet Arm Chairs • Student Desks • Shop Work Benches • Cafeteria Tables • Science Tables • Instructors' Desks.*

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SE-359

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## SPOTLIGHT

schools, Milwaukee, emphasized the need for the administrator and board to agree in public on basic policies.

Paul E. Witmeyer, professor of education, Bucknell University, stated that the administrator should be well versed in school matters so that he can "train his attorney."

At a clinic held on legal problems, the opinion seemed generally shared that many or most of the advances in education have been made with very doubtful legal sanction.

The group seemed agreed that educational leaders cannot "look to the law" for support in the almost daily decisions that must be made, with regard to such questions as teacher-collection of insurance premiums for pupils, and confusion regarding state as against local authority over public schools.

### Int'l Meeting on Research in Education Planned By AERA

WASHINGTON—An international conference on educational research will be held in conjunction with the annual meeting of the American Educational Research Association in Atlantic City, N. J., February 20-22, according to AERA secretary Frank W. Hubbard.

Approximately ten representatives of various foreign countries will meet with a similar number of American educational research experts at this meeting. A grant has been made by UNESCO to pay the travel expenses of the foreign guests.

Victor Noll, professor of education, Michigan State University, East Lansing, and chairman of AERA Committee on International Relations, will be in charge of the conference. AERA is a department of the National Education Association.

### Caswell Installed, 2,500 Attend TC Conferences

NEW YORK—Over 2,500 persons were guests of Teachers College, Columbia University, November 21 and 22, as they took part in ceremonies and conference discussion groups



Around the table, the Board and committees talk earnestly about financial problems. Expendable and permanent endowments — expansion of physical plant — improvement of teaching and research facilities — corporate, alumni and constituency support.

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## SPOTLIGHT

held in conjunction with the inauguration of Hollis L. Caswell as fifth president of the college.

Dr. Caswell was installed in a colorful ceremony on the 22nd, in Riverside Church. Representatives of over 400 universities and colleges and members of 72 professional organizations attended.

The new president succeeds William F. Russell, who retired on July 30, 1954.

The inauguration events began with a conference of 300 scholars and other authorities from throughout the United States on "Educational Leadership for a Free World."

Speakers at the conference general session were Ahmed Shah Bokhari, UN Under-Secretary for Public Information, and L. D. Haskew, vice-president for development, and dean, College of Education, University of Texas.

### Small discussion groups

Later on that day, in small conference discussion groups, twenty authorities in varied fields spoke on problems and topics related to the inaugural theme.

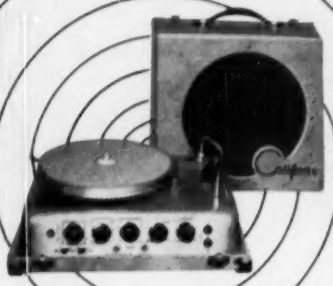
The topics were religion and education, family life, teacher education, education and mass communication media, international exchange programs, higher education, the role of knowledge, citizenship, community development and education for the talented and leadership.

Among the speakers were Francis Horn, president, Pratt Institute; I. James Quillen, dean, School of Education, Stanford University; F. Ernest Johnson, the National Council of Churches of Christ in the U.S.A.; Erich Lindemann, Harvard University Medical School; Lyman Bryson, Professor Emeritus, Teachers College; Carl R. Rogers, University of Chicago; Marshall McLuhan, St. Michael's College, University of Toronto; Dael Wolfle, the American Association for the Advancement of Science, and Arthur Corey, executive secretary, California Teachers Association.

Main speakers at an inaugural ban-

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**Cathie:** Teaching typing on those complicated electric typewriters is driving me nuts. It's murder!

**Edna:** You mean your classes don't have new Royal Electrics?

**Cathie:** Heavens no! So I'm off!

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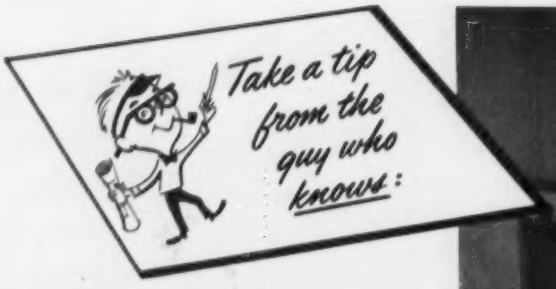
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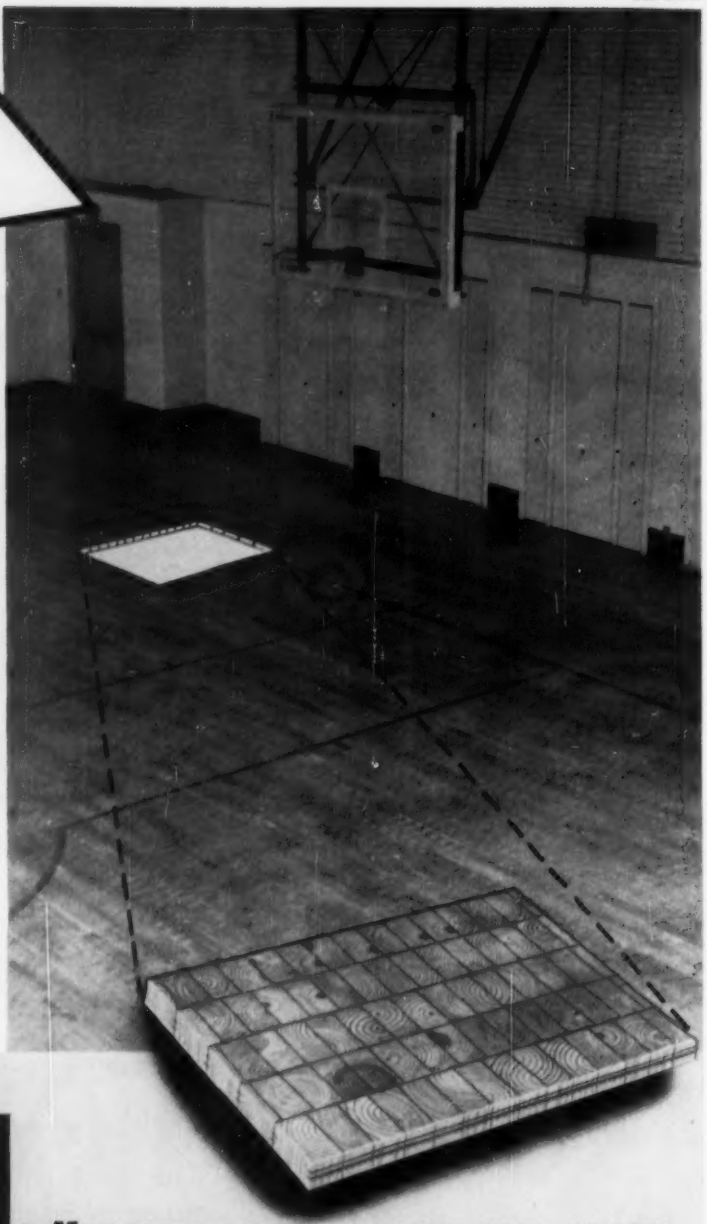
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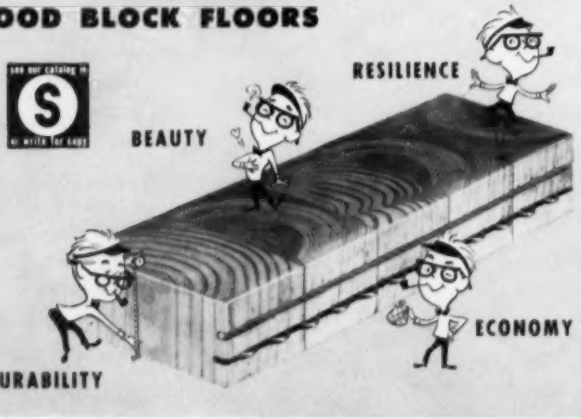
So, if you're looking for school flooring that's low in cost—yet beautiful and durable, *make sure it's Kreolite!* See for yourself the advantages of this fine flooring material. Mail the coupon below *today!*

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quet were Gen. Carlos P. Romulo, Philippine ambassador to the United States and head of his country's delegation to the United Nations, and William G. Carr, executive secretary of NEA.

### Careers on parade



Fluehr Photos

*During a recent two-day program, 1,800 students in Bay City, Mich., visited booths set up in the high schools, and spoke to representatives regarding business and employment opportunities in the Bay City area.*

### TV and Reading Compatible, Elmhurst Study Finds

ELMHURST, N. Y.—A librarian in this Long Island community has just completed a survey on the effect of television on the reading habits of Elmhurst citizens.

Major conclusion of Helen Evelyn Peerless' study was that reading and TV viewing are compatible; in fact, are mutually helpful.

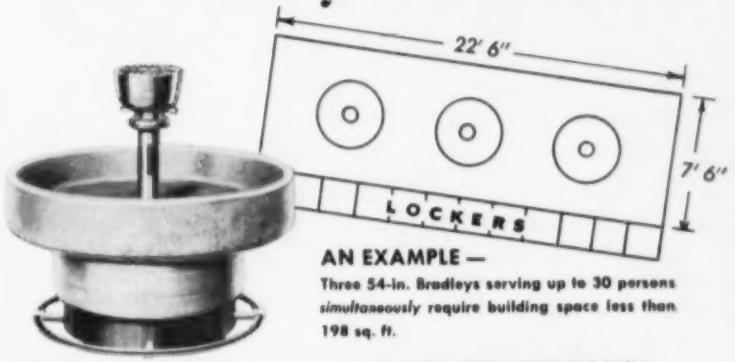
Other findings: TV, especially among younger viewers, cuts down initially on reading time, but decreases as the novelty wears off. Finally, TV often stimulates interest in authors and subjects about which there are books.

Elmhurst is a community of 52,000 persons in the middle income group. The Elmhurst Public Library has more than 7,800 adult borrowers, 80 to 90 percent of whom have TV sets.

The first part of Miss Peerless' survey questionnaire asked library borrowers how TV had changed their reading habits. About 59 percent reported a change "to some degree;" 33 percent said "not at all;" and 6

SE-365

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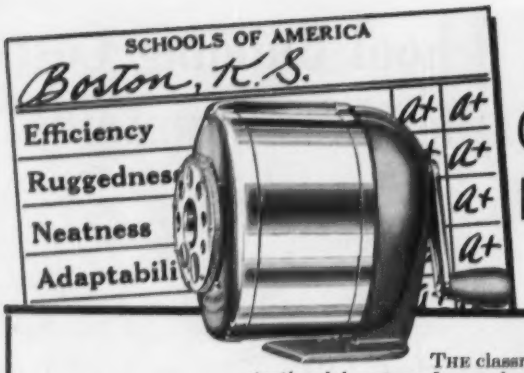
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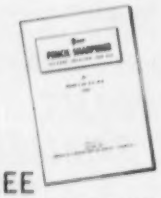



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## SPOTLIGHT

percent indicated that their reading habits had been altered "greatly."

A change "to some degree" was most marked among teen-agers and young adults.

The questionnaire then asked: "Has the number of books you read each year increased, remained the same, or decreased since TV came into your home?" A total of 30 percent indicated that TV had caused a decline in book-reading, and 12 percent reported an increase. The remainder indicated no change in the volume of books read. The survey showed that it was the younger group which was most susceptible to TV.

The figures for magazine reading were similar to those for book-reading. As for newspaper reading, however, 69 percent reported no change in reading habits; 14 percent indicated an increase, while the remainder admitted a decline.

### Decrease in reading

Again, it was the younger group who reported a decrease in reading.

According to the survey, TV appears to be a minor source of hobby ideas; and when it does inspire a hobby it leads the hobbyist to the library in search of related reading matter.

Almost seven percent of those polled reported they had undertaken a hobby as a result of a TV program.

TV dicussions of books and authors apparently also inspires readership to some extent. Some 11 percent responded "yes" to the question: "Have you ever reserved a book in the library because you heard it discussed on TV?"

The largest number in this group were in the 20 to 25 age bracket. A higher percentage—16 percent— indicated a direct interest in a particular author they had seen interviewed on TV.

And a still greater number—17 percent—reported they had obtained copies of a book they had seen dramatized on TV. High school and college students were in the majority in this category.

One of TV's greatest contributions,

# SCHOOL FURNITURE

*...designed with the schools of the future in mind!*





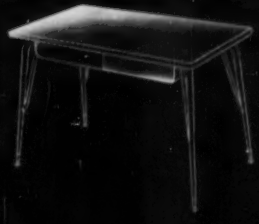


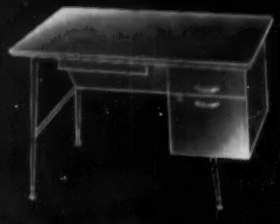
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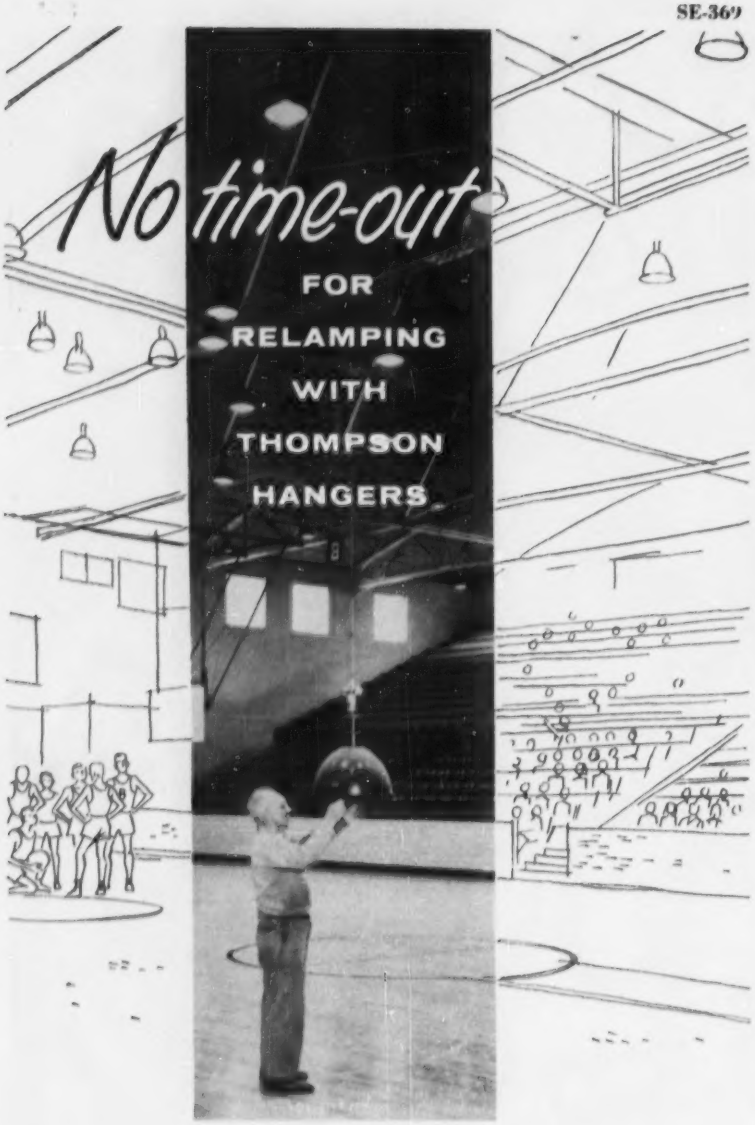
This is furniture of beauty and quality craftsmanship without a luxury price tag . . . school furniture unequalled anywhere in styling, in construction, in value. See the *complete line* . . .

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## SPOTLIGHT

according to the survey, was stimulation of interest in a special subject. About 44 percent answered "yes" to the question: "Have you ever wished to know more about a subject you heard discussed on TV?"

The broad subjects most frequently mentioned were: science, social studies and sports.

### TV Goes to Jail In Pittsburgh

PITTSBURGH — Can television help educate adults? To test this, Pittsburgh school administrators carried on what Harry A. Snyder, Pittsburgh Extension Educator Director, called "a most astounding demonstration."

A group of inmates in one of Pennsylvania's penitentiaries was enrolled in a course built around television programs. Besides viewing the telecasts, the men studied under supervision three hours a week in each subject together with an added amount of time for self study.

Ninety-five percent of the examinations taken by this particular group were successfully passed.

"This fact in itself is a significant indication of the type of organization and quality of learning that conceivably can take place with a savings in instructional, administrative, and building costs in the public schools and institutions of higher learning through the use of television as the medium of communication," Mr. Snyder says.

### Select Best in Mass Media, Oberholtzer Tells PTA

CHICAGO—Parents, children and teachers should aim at being able to select intelligently the best quality offered in comics, motion pictures, radio and television, Dr. Kenneth Oberholtzer, superintendent of schools, Denver, declared recently.

Speaking before the Board of Managers of the National Congress of Parents and Teachers, Dr. Oberholtzer, who is the organization's second vice-president, and chairman of the action committee on mass media, emphasized his committee's be-



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There are many reasons why *someone buys a new Conn every 2 minutes* of the school day . . . why so many *more* Conn band instruments are sold than any other make! One of the more important reasons lies in the dramatic results of new Sonic tests in the Conn Laboratories. Here, in the industry's only full-time, fully-staffed research laboratory, technicians use ultra-sensitive equipment to check the quality, design, and tonal dynamics of new Conn Instruments—*not once, but hundreds of times.* This positive assurance of finer quality and better performance is a major reason for Conn's mounting popularity among school musicians as well as artists everywhere. Ask them . . . and before you approve or recommend any band instruments for your school, see your local Conn Dealer or send for the new Conn catalog. Compare Conn's advantages and prices first! You'll save time . . . as well as money.

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lief that the media should regulate themselves.

They should make and adhere to their own codes, rather than have censorship methods imposed from without, Dr. Oberholtzer declared.

"The public should act positively, approving what is good by letters, phone calls and other means, rather than take a negative attitude which includes only criticism of what they believe is bad," he stated.

"This obligation is best discharged by parents and the local PTA chapters," he continued, "and should be approached on a constructive level."

Dr. Oberholtzer cited horror and crime stories, both in comic books and on television, as the major problems confronting parents and teachers.

"Radio and the movies have been in existence longer," he explained, "and have pretty well achieved acceptable standards. Comic books and television are newer media and we are very concerned about the amount of crime and violence children are exposed to through them."

Dr. Oberholtzer pointed out that his committee is not an appraisal board and does not pass judgment as such on the output of the comics, movies, radio or TV.

However, he did submit a list of suggestions for evaluating mass media.

The committee recommended that local PTA groups check on how well the industries' self-regulating measures are being carried out.

## Art Exchange Program Aims at Int'l Understanding

NEW YORK—Through an informal exchange program of children's art the Department of Fine and Industrial Arts at Teachers College, Columbia University, hopes to help broaden international understanding.

Under the direction of Edwin Ziegfeld, department head, the program sends paintings from schools all over the United States for exhibit in schools abroad, and in turn, receive art work from children of other nations for display here.

The idea grew out of a seminar in 1951 conducted by UNESCO on the teaching of visual arts in general education, and attended by 40 art educators from twenty nations.

### For better relations

Among the objectives of the group was "to consider ways in which the teaching and appreciation of the visual arts can enrich national cultural life and contribute to international understanding."

Dr. Ziegfeld now receives requests for pictures from educators in other countries through the United States National Commission for UNESCO in Washington, D. C., a Government agency that acts as liason between UNESCO and the State Department. Requests also come to his office directly from his friends in foreign schools and colleges.

### "Honest Picture"

In explaining the standards for choosing pictures selected for overseas display, Dr. Ziegfeld said "our aim is to present an honest picture of the United States, without glamorizing or distorting it."

Dr. Ziegfeld finds the international exchange of children's art significant for several reasons. Children's art has "contagious, universal qualities which we can build on, like directness, honesty and good faith," he says.

### Same human values

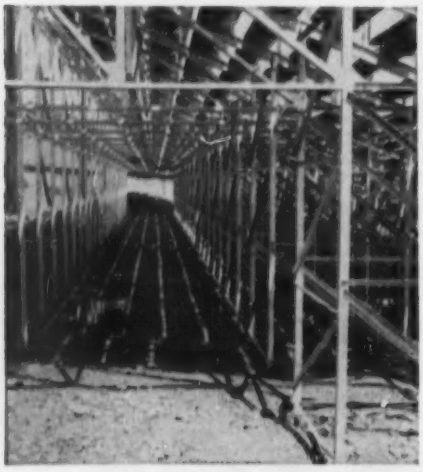
The main value of the project, he feels, is that it furthers international understanding through the realization that children in all countries "pretty much have the same reactions to life, that we do—their joys and pleasures are not too different."

Through children's art, with its "freshness of vision, its unconscious charm, its honesty and directness," he feels that people all over the world can be helped to see that "our values are based on things of the spirit before physical comfort."

SE-371

"Towers of Strength..."

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Easy to install, designed so additional sections can be added, and planned for future installation of shower facilities this Snyder Steel Stand is safe, economical and practical.

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## THE MANLEY MAN

# Takes a turn at teaching . . .

Let's eavesdrop as the Manley Man demonstrates the new VistaPop popcorn machine to the principal of Jefferson High and one of his students.

" . . . you see, Mr. Johnston and Fred, this new machine is the closest thing to a completely automatic popcorn machine on the market, today."

"Just how does it differ from other machines?"

"That's easy, Fred! You remember how you had to put just the right amount of corn, salt and seasoning in the old style machines?"

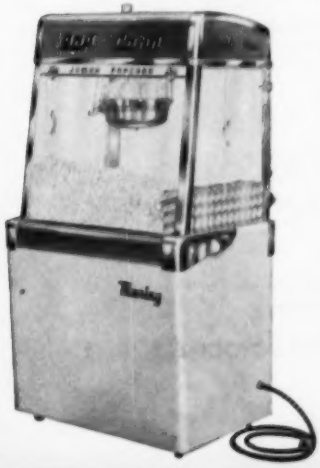
"Yes!"

"And then you had to be sure that the heat in the kettle was just right or you'd burn the corn? Well, with your new Manley VistaPop, most of those operations are handled automatically. You just put the corn and salt in, up here at the top . . . give the seasoning pump handle a turn and the right amount of seasoning is placed in the kettle."

"That sounds easy; now how about the heat control on the kettle. That's always been the tricky part."

"Not any more! The heat in your VistaPop kettle is controlled to give you just the right heat in every kettle of corn you pop. And the new "hot air conditioning" keeps your popped corn fresh and crisp. Any more questions, Fred?"

"Yes. When can I start popping?"



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## Conference Calender

FEBRUARY

16-18, National School Boards Association, Atlantic City, New Jersey.

16-18, Annual Convention, American Association of Colleges for Teacher Education, NEA, Chicago.

18-23, National Convention, American Association of School Administrators, NEA, Atlantic City, New Jersey.

18-23, Annual Meeting, Department of Rural Education, NEA, Atlantic City.

22, Meeting, National Council of Administrative Women in Education, NEA, Atlantic City, New Jersey.

24-26, Annual Meeting, Committee on International Relations, NEA, Washington, D. C.

25-29, Fortieth Annual Convention, National Association of Secondary-School Principals, NEA, Chicago.

MARCH

5-7, Eleventh Annual National Conference, Association for Higher Education, NEA, Chicago.

7-10, Department of Elementary School Principals, NEA, Denver.

12-17, Department of Audio-Visual Instruction, NEA, Detroit.

14-17, Fourth National Convention, National Science Teachers Association, NEA, Washington.

19-23, Association for Supervision and Curriculum Development, NEA, New York City.

22-25, Thirty-Sixth Annual Convention, National Association of Deans of Women, NEA, Cincinnati, Ohio.

25-30, American Association for Health, Physical Education and Recreation, NEA, Chicago.

APRIL

1-6, 1956 Study Conference, Association for Childhood Education International, Washington.

8-10, Midwest Regional Drive-In, AASA and NEA Department of Rural Education, Omaha.

10-14, Annual Convention, International Council for Exceptional Children, NEA, Minneapolis.

13-18, Music Educators National Biennial Conference, NEA, St. Louis.

15-17, Southwest Regional Drive-In, AASA and NEA Department of Rural Education, New Orleans.

18-21, Fourth Regional Conference on Instruction, NEA, Boston.

MAY

20-23, National Congress of Parents and Teachers, San Francisco.

JUNE

10-12, National Conference, Future Business Leaders of America, Department of United Business Education Association, NEA, Washington.

17-21, National Association of Student Councils, Toledo, Ohio.


SE-373

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| Photographer: | Dearborn-Massar |

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# WASHINGTON SCENE

## news from the Capital affecting education

The trail of education through the Capital scene in 1955 was rugged in spots, but finally wound up on a well-paved highway down which travelled some 2,000 laymen and educators to a conference under the aegis of the White House itself to consider the problems of education and their solutions.

Headway was also made toward federal aid to school construction.

***White House Conference*** plans announced the year before were carried forward in 1955 when the national meeting convened November 28-December 1 in the nation's capital (*see pages 49, 118*).

***Federal aid to school construction:*** The President's long-heralded "special message on education" included one of the most stirring tributes to teachers ever made by an American statesman. Never had a White House message to Congress more clearly recognized the importance of education in the national life nor so positively called for immediate action in its support.

The President proposed "a plan of federal cooperation with the states designed to give our school children as quickly as possible the classrooms they must have."

This proposal was implemented in S.968 introduced on behalf of the Administration by Senator H. Alexander Smith of New Jersey. In general, it provided for loans instead of direct grants-in-aid for school con-construction. Assistance to the states called for matching of funds varying in accordance with financial ability.

The reaction of educators to S.968 was that the bill would provide "much too little aid and much, too much, control." A round of educational witnesses opposed it. Support for it came from architects and bond brokers.

By BELMONT FARLEY, director of NEA's Division of Press and Radio Relations.. He has been Washington correspondent for this magazine since 1944.



Nearly 50 witnesses before the Senate committee asked for prompt Congressional action. Most of them supported the bill introduced by Senator Lister Hill (D.-Ala.) and sponsored by 29 other members of the Senate. As Senate hearings closed, Chairman Graham H. Barden (D.-N.C.) of the House Committee on Education and Labor, announced his group would hold hearings.

The compromise school construction bill sponsored by Representative Augustine B. Kelley (D.-Pa.), and reported out of the House Committee by decisive vote, would bring $400 million a year in direct appropriations to the states for a four-year period. The sum would be distributed on the flat grant basis per school-age child.

***Congress is generous:*** While legislation toward federal aid to school construction in 1955 moved slowly, the 84th Congress was generous in its appropriations for educational programs in general, granting $109 million exclusive of funds for veterans education and for general research and development. The President had requested only $99 million in his annual budget.

***Bill of Rights hearings:*** A "first" was scored in 1955 when a subcommittee of the Senate Committee on the Judiciary invited representatives of various areas in American life to appraise the extent to which the Bill of Rights in the Constitution was today being abridged or violated. Never before had any nation opened the door and asked citizens to petition for redress of grievances.

Eleven witnesses representing probably 70,000,000 citizens answered the invitation. President J. Lester Buford of the National Education Association spoke for the nation's teachers. He asked "whether it is right for government to punish those who might be *potential* public enemies as well as those who have been found by due process to be actually guilty of acts inimical to the public welfare." He stated that the innocent are sometimes convicted of guilt by association.

President Buford described the climate of fear which exists in some American communities where teachers had been dismissed, or failed to be reemployed, on the basis of information supplied by anonymous persons and without any opportunity on the part of the teachers to answer the charges made against them.

He spoke of the restrictions on academic freedom by the censorship of textbooks and teaching materials. He spoke in opposition to teacher loyalty oaths which go far beyond the profession of loyalty, and exact of teachers conformance to ideology, or methods of conduct, approved as "proper" for teachers.

***Intergovernmental relations:*** The Sub-Committee of the Committee on Intergovernmental Relations, headed by Meyer Kestnbaum, recommended that the federal government not increase federal aid to education, and, in general, drop present grants.

The Sub-Committee recommended that emergency aid to "war impacted" communities continue as long as the emergency existed. Some grants other than those now made for vocational education were proposed and the door was not absolutely closed on federal aid to school construction under unusual circumstances.

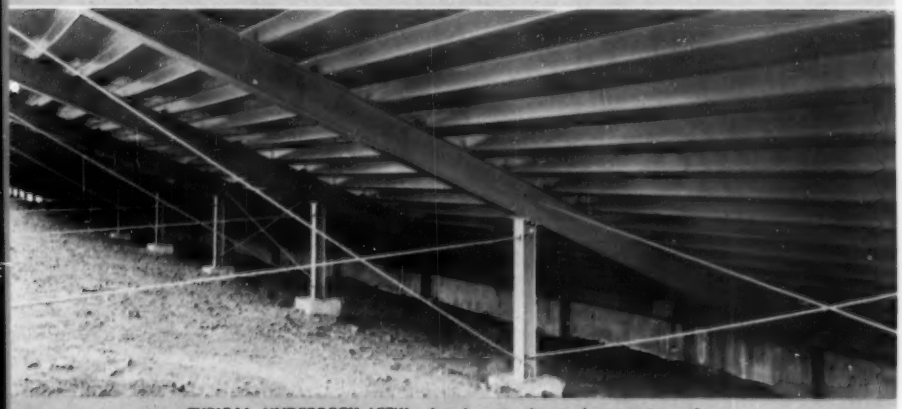
***Foundations investigated:*** What looked like an embarrassing moment for the institutions of higher education passed, without their serious involvement, in a Congressional investigation of tax-exempt foundations.

*(Continued on page 160)*

# PITTSBURGH · DES MOINES
## *Steel Deck* GRANDSTANDS



LONG BEACH, CALIFORNIA. David Starr Jordan High School; 5,000 seats. Depth 28 rows, length 306 ft.



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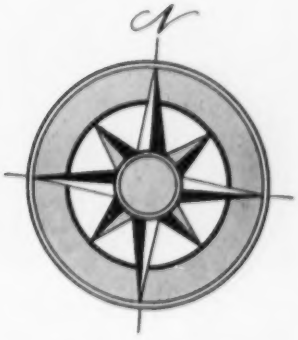


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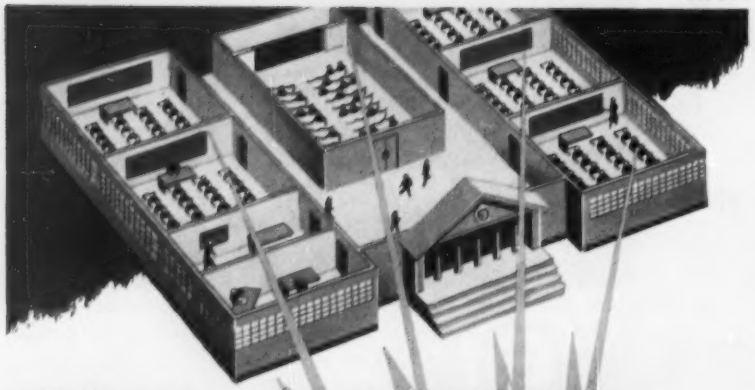

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SE-376



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## WASHINGTON

The colleges and universities came into the picture because some of them had received financial assistance from foundation sources, but the House hearing led by B. Carroll Reece (R.-Tenn.) closed before many of the foundations and educational institutions had had an opportunity to testify in their own behalf.

The investigation was hamstrung by the disagreements of the Committee members themselves. Editorial comment was generally critical.

***Desegregation ruling:*** The United States Supreme Court withheld a final decree requiring the enforcement of its desegregation decision within a single fixed period, asking school authorities to submit plans which would end segregation as soon as feasible under racial conditions that exist in their respective states.

***Editor-educator cooperation:*** The most important cooperative project of educators with a non-educational group in 1955 was the second meeting of magazine editors and writers with teachers. The meeting, held in Washington, was sponsored jointly by NEA and the Magazine Publishers Association. The theme was "Toward a Better Informed Public."

***Old faces, new places:*** Among the most important personnel changes in education on the Washington scene in 1955 was the resignation of Secretary Oveta Culp Hobby and the appointment of Marion B. Folsom, Undersecretary of the Treasury, to take her place. Herold C. Hunt, Eliot Professor of Education at Harvard, was appointed Under Secretary of the Department of Health, Education and Welfare. Worth McClure, Executive Secretary of the American Association of School Administrators, announced his resignation as of July 1, 1956, marking the close of a decade of service in this post.

***College enrollment hit:*** The rising birthrate finally hit colleges and universities in 1955 when enrollment in those institutions reached an all-time peak of over three million.



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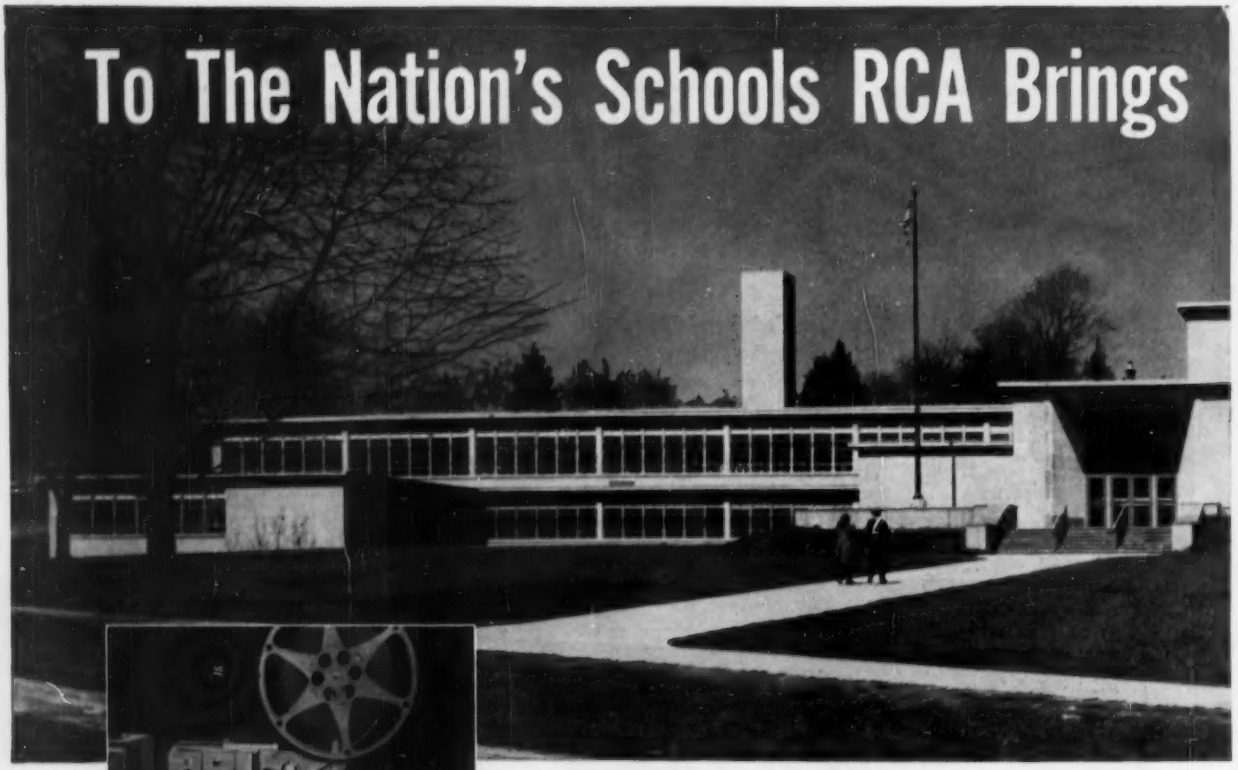


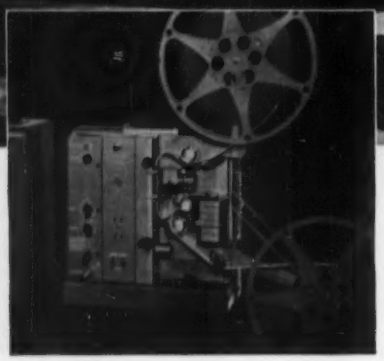




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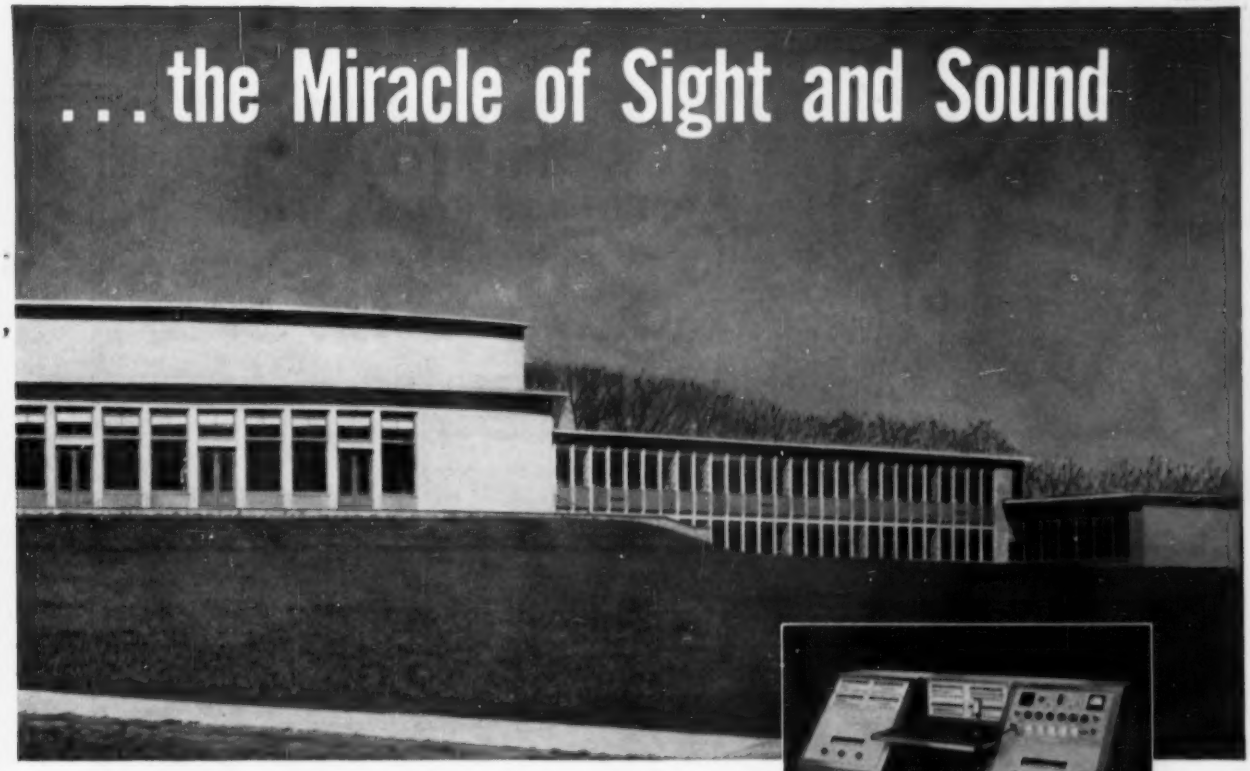
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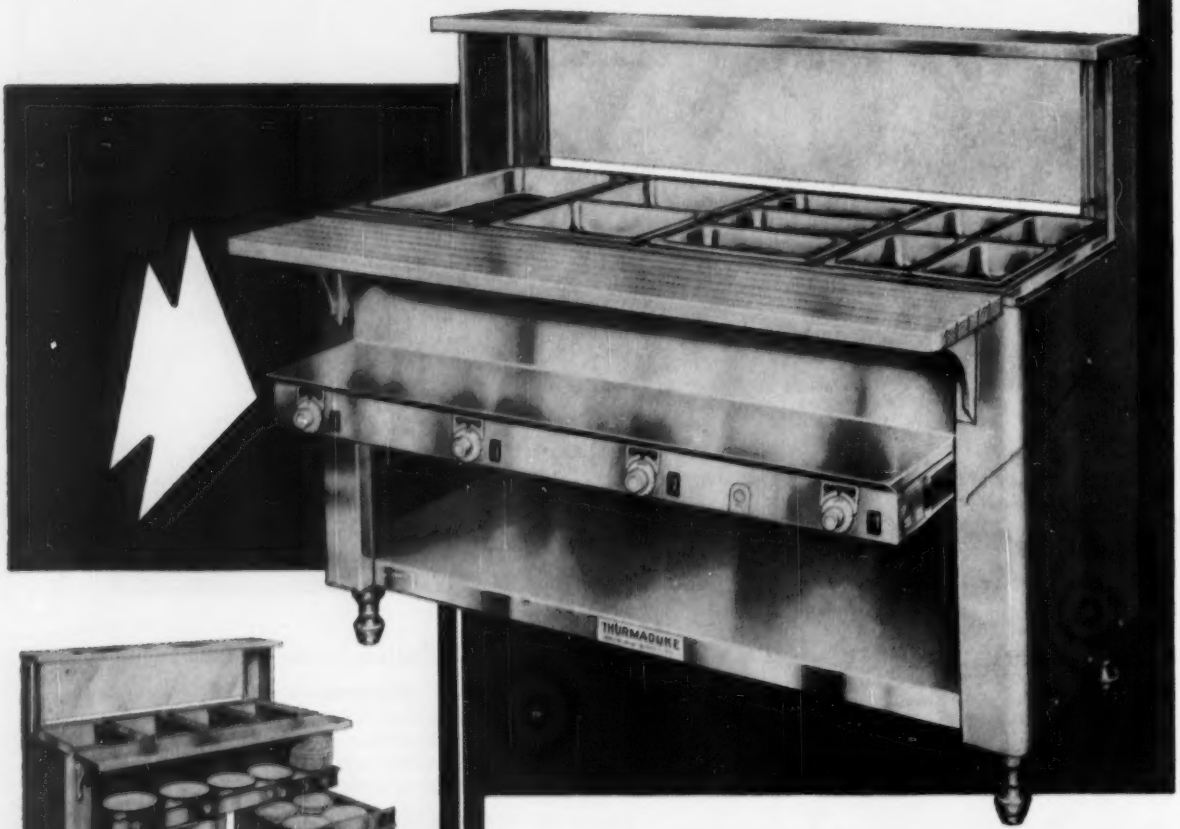
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These new Thurmaduke Models were designed feature by feature to save you endless hours of wasted time and many wasted dollars.

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## SCHOOL LUNCH

***The year 1955 saw more school systems participating in the two-year-old Special School Milk Program, while important advances continued to be made in the number of children taking part and in the quality of lunches served to them under the National School Lunch Program***



# More School Lunches and Milk for America's Youth

by PHILIP V. FLEMING
*Marketing Information Division*
*Agricultural Marketing Service*
*U. S. Deparment of Agriculture*

THE PAST YEAR was a significant one for all who are concerned with the feeding of children in school — all, in fact, who are concerned with their health and well-being.

For, in 1955, the new Special School Milk Program moved from its year of introduction into its second year. At the same time, the National School Lunch Program moved into its tenth year of operation — its first major birthday since passage of the National School Lunch Act set it up on a permanent basis.

At these milestone marks, the statistics make an impressive case for the accomplishments of both programs. The number of children being provided lunches and milk at school, the number of schools in the programs, the dollar value of the transaction — these are big and important totals. They are a proud record for the many people who cooperate to better feed children.

But the real importance is not in the statistics, but in what they've meant to the children — for school administrators are more accustomed to working with people than with statistics. And the objectives of the programs are to benefit children's health, not to make an impressive numerical display.

Take the case of Sheridan, Wyoming, for example. Coal mining once gave employment to 5,000 of the city's 11,500 people. These operations have been curtailed lately, leaving the county's economy almost entirely dependent on local farming, livestock raising and on the summer tourist trade.

Yet in this city where money is hard to come by, twice as many children drank milk at school last year as in the previous year, due to Sheridan's participation in the federal Special School Milk Program.

Sheridan provides a good example of what the milk program has meant to many communities during 1955,

where school officials, teachers, suppliers and parents have all worked together to help the program do the most for the children.

The Special School Milk Program traces back to a provision in the Agricultural Act of 1954. In it, Congress provided that:

> Beginning September 1, 1954, and ending June 30, 1956, not to exceed $50 million annually of funds of the Commodity Credit Corporation shall be used to increase the consumption of fluid milk by children in nonprofit schools of high-school grade and under.

Under that authority, the Department of Agriculture quickly developed the Special School Milk Program. Despite the fact that it did not become available until after schools were already in operation, the program made substantial progress during the first year of operation.

In all, a total of 41,460 schools took part in the Special School Milk Program in its first year, according to the preliminary report of its operations. The program was extended to 8,674,328 children. And those children increased their milk consumption by 451,216,000 half-pints over their normal consumption of the previous year.

### More milk consumption

Despite this excellent record, experience gained during the first year of operation disclosed some opportunities for making even more substantial increases in milk consumption in schools. The Department of Agriculture invited school lunch advisors to the Secretary of Agriculture and dairy industry representatives to Washington early in May, to review the experience of school officials who had been working with the program. These advisors, representing all levels of the school system, included some of the foremost school administrators in the country.

The conferees thoroughly reviewed the program's operation in its first year, offered their suggestions for changes in it, and considered proposals for possible improvements suggested by Department of Agriculture administrators. Out of these discussions and further study with Department administrative officials, a plan for modifying and improving the program was developed.

### Planned for '55-'56

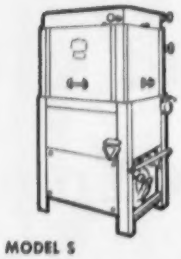
These modifications were announced on June 16th — as early as possible to enable state educational agencies to plan for the 1955-56 operation well in advance of the opening of school.

School executives responded enthusiastically to the modifications made in the program, and many more schools are taking part than was the case a year ago. These include school systems in several large cities throughout the country — including Los Angeles, St. Louis, and Kansas City, which did not find it possible to take part last year.

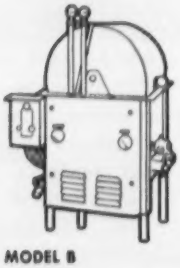
Several other areas are doing a

SE-380

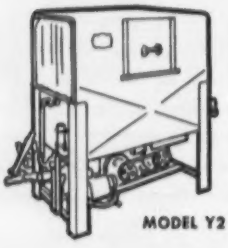
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SE-381

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***Table to Bench — Bench to Table***



## FOR CAFETERIA SERVICE

***Seat-Eat Converts to Table***

Dining space for ten people at mealtime, using five chairs on each side. Blonde wood grain plastic top resists scuffing, heat and food acids.

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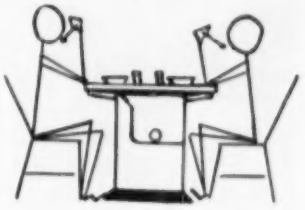
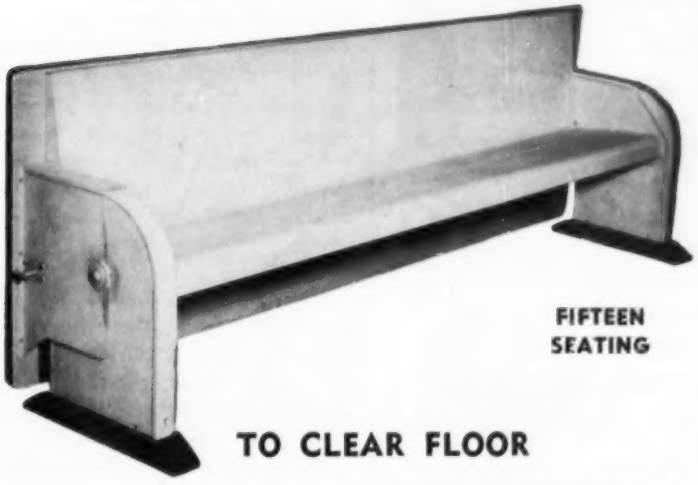


Table available in 30″ x 96″ and 30″ x 72″.

Heights from 27″ to 30″.



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Restful, form-fitting seating for five additional people at group functions. Simply turn one row of chairs to face speaker and the transformation is completed in seconds.



## TO CLEAR FLOOR

Remove chairs and swing Seat-Eat in bench form with back to wall, producing seating around the active area.

Seat-Eat can be supplied with casters with stationary position locks.

Patent Applied For

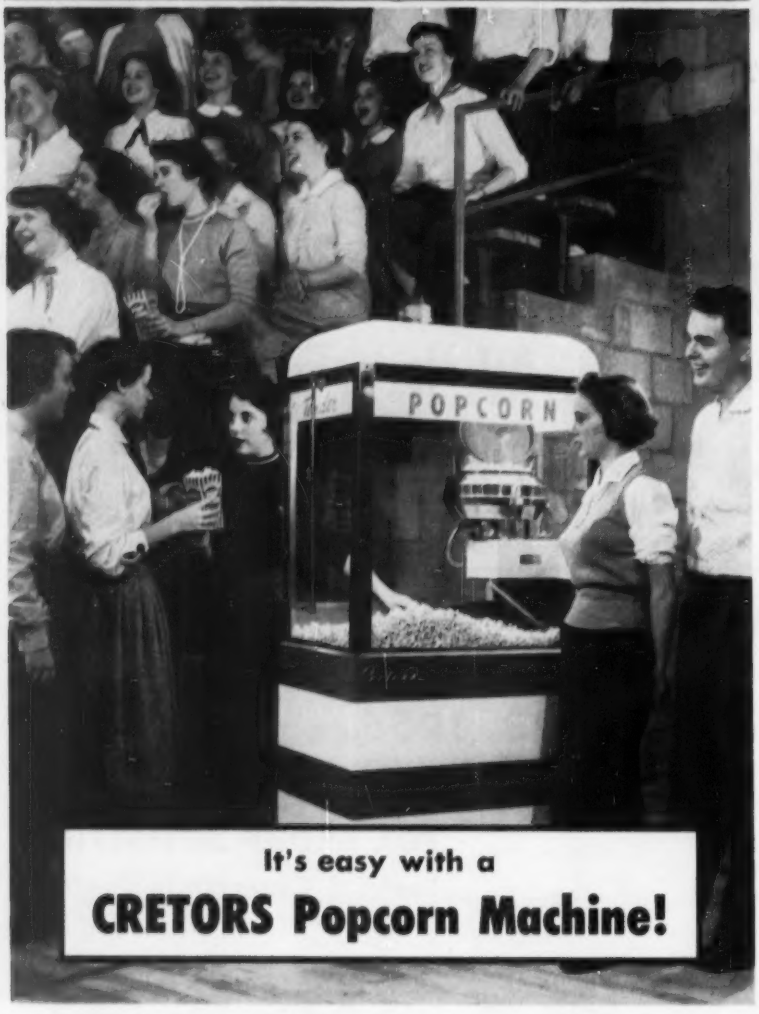
***Write for brochure with complete specifications.***

**SEAT-EAT, INCORPORATED**

**1166 West Peachtree Street • Atlanta, Georgia**

SE-382

8¢ profit from a 10¢ sale!




Make those crowds produce extra funds for your school with a CRETORS Popcorn Machine . . . No other food item is so popular as popcorn. No other money-making enterprise gives your school such a high return, and you can sell wholesome, nutritious popcorn to your students and friends with pride, because popcorn is a healthful food . . . Write for the money-making details. Delayed payment plans available.

*Complete line of floor and counter model popcorn machines for all schools. Earning capacities from $12 to $75 an hour.*

Cretors Popcorn Machines Since 1885

*Styled for Sales / Engineered for Profits*

**SALES OFFICE:** Cretors, Popcorn Bldg., Nashville, Tenn. • **FACTORY:** Chicago, Ill. Distributors Coast to Coast • **IN CANADA:** Super Puff't, Ltd., Toronto Theatre Confections, Ltd., Toronto • Service Confections, Ltd., Winnipeg



more intensive job in encouraging youngsters to drink more milk in schools. These include special educational efforts on the nutritional values of milk, extending availability of milk in the school by adding new service periods, serving milk in one-third quart and full pint containers and substantial reductions in price through use of federal reimbursement funds.

**Experiments made**

In the 1954-55 school year, too, the school milk program provided funds to finance experimental operations to study new and more effective methods of increasing school milk consumption. Seventeen state school lunch agencies carried out experimental programs under the general direction of the Agricultural Marketing Service.

The projects covered all major phases of the program, including the relationship of price to consumption, the utility of vending machines for school milk services, within-school handling problems, consumption responses to new times of service in the school and to the availability of flavored milk, problems encountered in inaugurating milk services in rural schools, reasons why schools were not participating in the program and the effect of the program on total milk consumption by children.

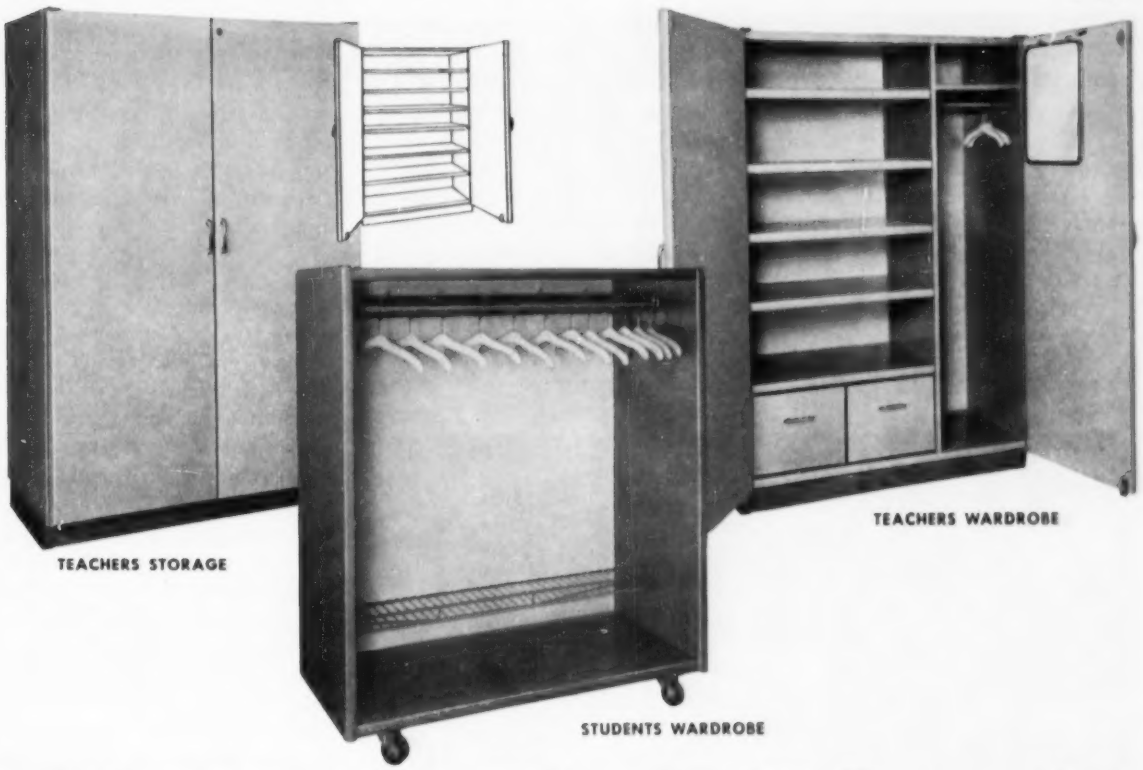
**Important advances**

Meanwhile, the National School Lunch Program continued to make important advances during 1955 in the number of children taking part and the quality of the lunches served to them.

The program was in healthy condition, as it entered its tenth year — dating from its formal establishment under the National School Lunch Act of 1946.

During its ninth year, the 1954-55 school year, participation in the program climbed to a new record high of 11,000,000 children. This was an 8 percent gain over the previous year, and the sharpest annual increase ex-

SE-383



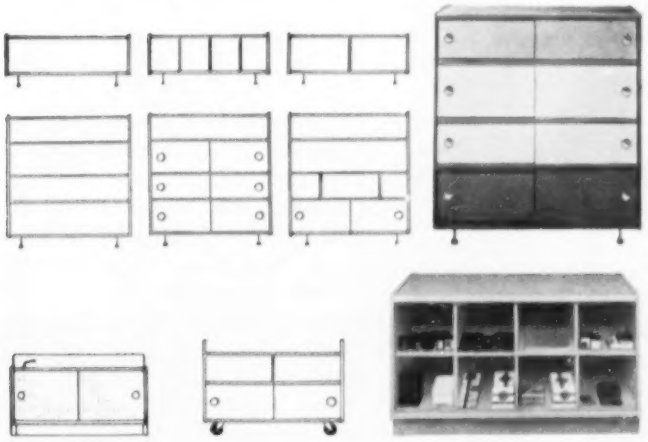

# NEW classroom cabinets by Brunswick ...today's lesson in low-cost convenience!

Eliminate costly, on-the-job millwork with Brunswick's new Teachers Wardrobe . . . Teachers Storage and Students Wardrobe units. Whatever the size of the classroom, Brunswick Cabinets enable you to achieve the maximum in functional room arrangement.

They give you the same flexibility, versatility, economy and color found in the famous Brunswick 1500 and 2200 series shown below.

Budget note: All Brunswick cabinets are standardized units. They're factory-built to eliminate expensive custom-constructed storage units. Material and workmanship are of consistent high quality. You can forget mistakes and expensive "re-makes."

Write for free illustrated catalog today!



See SWEET'S 23rd Br. and American School and University D-3 Br.

**1500 SERIES:** Three standard heights, all 47⅛" wide by 15⅝" deep. Four basic units with interchangeable parts form thousands of variations.



**2200 SERIES:** Free-standing cabinets in four work-counter heights. Line includes toy cart and cabinet sink. Shipped knocked-down like all Brunswick cabinets.

**THE BRUNSWICK-BALKE-COLLENDER COMPANY**
**623 South Wabash Avenue, Chicago 5, Illinois**

Brunswick

perienced in any recent year.

The number and the quality of the meals served to children also reflected continuing program expansion. Over 1,800,000,000 meals in 59,600 schools were served under the program in the 1954-55 year. Of these, about 80 percent were Type A meals — the complete lunch with one-half pint of milk as a beverage — compared with 76 percent Type A lunches in the previous year.

The trend to school consolidations, as well as the increasing numbers of children taking part in schools which have the program, is reflected in the average number of children being served lunch in each participating school. In 1947, the average school was serving 135 children each day. By 1950, it was up to 145. And for 1954-55, the average climbed to 184 children.

At the request of state educational agencies, the Department of Agriculture intensified its activities in developing technical materials to help local school lunch workers to improve the quality of meals served under the program.

### Buying guide

One of these was a 32-page *Food Buying Guide for Type A School Lunches*, providing helpful data for school lunch managers on the quantities of foods to buy to provide good lunches. Another was a companion piece to the food buying guide, a 184-card recipe file, *Recipes—Type A School Lunches*, providing more than 400 recipes for school lunches and suggested menus incorporating them. These materials have been distributed through state educational agencies to all schools participating in the lunch program.

Both the National School Lunch Program and the Special School Milk Program work through the same administrative organization. Federally, they are administered by the Agricultural Marketing Service of the U. S. Department of Agriculture. In the states, they are operated by the state educational agency. Laws in some states, however, prevent that agency from administering any program in private schools; therefore, in those states, the Department deals directly with the nonprofit private schools.

### Local initiative

Both programs provide wide latitude for operations at the individual school — placing full reliance on local school administrators to fit the programs to local conditions. Too, this type of operation gives maximum opportunity for the development of local community interest in the programs, which is so vital a factor in successful programs.

The importance of the developments during 1955 — in both National School Lunch Program and Special School Milk Program — serves to emphasize how much can be accomplished through the coordinated efforts of federal, state and local people who are interested in the health and well-being of children.

SE-384




WASHBURN HIGH SCHOOL
Washburn, Wisconsin



ST. BEDE ACADEMY and COLLEGE
Peru, Illinois

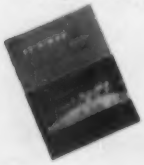
BERLIN
EZ-A-WAY
BLEACHERS

- One or more rows, as the need arises, can be used in complete safety.
- Entire bleacher rests solely on rubber wheels . . . no steel members ever come in contact with the floor.
- Note how riser boards "close in" the structure to give that 'stadium" feeling . . . no falling through . . . spectators always feel safe.
- Compact—note the closed position with bleachers recessed to permit maximum floor utility—a Berlin EZ-A-WAY feature.



HIGHLAND PARK HIGH SCHOOL
Highland Park, Illinois

Berlin Chapman Company has spent many years in developing the EZ-A-WAY Mechanical Folding Bleachers, backed by years of experience in the field of custom fabricating steel products. BERLIN BLEACHERS are manufactured in a plant that has specialized in steel fabrication of low tolerances since 1909 . . . your guarantee they are made right.



WRITE for complete information .... and list of installations in your area.

BERLIN SEATING ENGINEERS
BERLIN, WISCONSIN

SE-385

# Monroe FOLDING BANQUET TABLES



**DIRECT PRICES & DISCOUNTS TO SCHOOLS, CHURCHES, LODGES, HOTELS, CLUBS, etc.**

NOW, Monroe Folding Banquet Tables, at no extra cost are offered with completely finished tops, highly resistant to most serving hazards. May be USED WITHOUT TABLE CLOTHS, if desired. Also available in Formica and Ornacel special color and pattern types. Write for catalog with direct factory prices and discounts to religious and educational institutions, clubs, lodges, etc.



Chair Truck TBC

**MONROE TRUCKS**
**For Folding Tables and Chairs**

Transport and store your folding tables and chairs the easy, modern way on MONROE Trucks. Construction of Transport-Storage Trucks permits maneuverability in limited space. See Catalog.



Complete Line of Folding Chairs

THE *Monroe* Company

66 CHURCH ST. COLFAX, IOWA

SE-391

# BIL-JAX *Tubular Steel* WORK PLATFORMS




Let Bil-Jax solve your "off-the-floor" job problems. Equipment of light-weight tubular steel is designed to give maximum access with minimum investment . . . in complete safety. Platforms and scaffolds for every purpose. Send for facts on complete Bil-Jax line.

**SALES AND RENTAL OUTLETS IN PRINCIPAL CITIES**

EXPORT REP.:
MELVIN PINE & CO.
80 Broad St., New York 4, N.Y.

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A. PALMER SCAFFOLD CO.
2928 San Fernando Road
Glendale 4, California

*Send for facts on complete Bil-Jax line.*

**BIL-JAX, INC. ARCHBOLD, OHIO**

SCAFFOLDING • TRESTLES • HOIST TOWERS • STAGES

SE-392

# NOW, NACO HCP ELECTRIC FOOD CARTS STORE 50% MORE FOOD, KEEP MEALS HOT HOURS LONGER



Guess who was served last from a NACO electric food-cart!

The girl on the left was last, yet her meal stayed hot, too, because now all NACO HCP models have *strip heaters in both top and bottom sections.*





**And cleaning is a breeze. Tray runners formed on one-piece, die-stamped side panels replace separate angle irons. No cracks or crevices to catch dirt.**

Food stays hot hours longer, even in the lower sections because new strip heaters have been added, as well as Fiberglas insulation in the base. Louvered walls allow uniform heat circulation inside compartments.

The new NACO Model HCP-2000 stores *50% more food* than Model HCP-165 — actually 373, 26 oz. meals for children or 220 adult-meals, averaging 44 ozs.

*Both Models HCP-165 and HCP-2000 available in standard and deluxe stainless-steel finishes. For Complete information, write:*

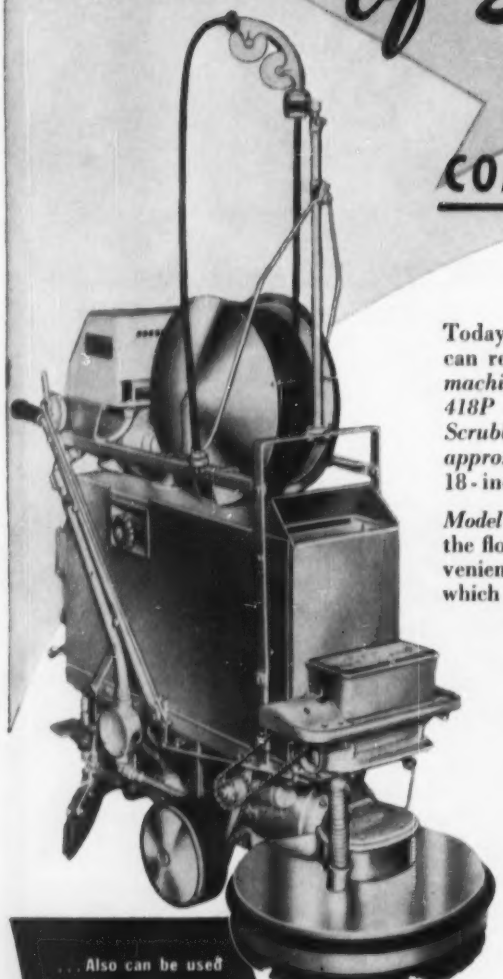
**ATLAS** DIVISION
**NATIONAL CORNICE WORKS**
1323 Channing Street
Los Angeles 21, California

SMALL-AREA BUILDINGS...

# Save 2/3 of Every Hour of Scrubbing Time

WITH A

## COMBINATION SCRUBBER-VAC!



...Also can be used for dry work — steel-wooling, et cetera

(Powder Dispenser is an accessory)

Today, even buildings with but 2,000 to 15,000 sq. ft. of floor space can reap the labor-saving, cost-reducing benefits of *combination-machine-scrubbing.* Here's a *Combination Scrubber-Vac, Model 418P* at left, that's specially designed for such buildings. This *Scrubber-Vac,* which has an 18-inch brush ring, cleans floors in *approximately one-third the time* required with a conventional 18-inch machine and separate vac unit.

*Model 418P* applies the cleanser, scrubs, and picks up (damp-dries the floor) — *all in one operation!* Maintenance men like the convenience of working with this single unit . . . the thoroughness with which it cleans . . . and the features that make the machine simple to operate. It's *self-propelled,* and has a *positive* clutch. There are no switches to set for *fast* or *slow*—slight pressure of the hand on clutch lever adjusts speed to desired rate. The powerful vac performs efficiently and quietly. Compactly built, the *418P* also serves advantageously in larger buildings for the care of floors in narrow aisles and congested areas.

*Finnell* makes *Scrubber-Vac Machines* for small, vast, and intermediate operations, and in *self-powered* as well as *electric* models. From this complete line, you can choose the size and model that's exactly right for *your* job (no need to *over-buy* or *under-buy*). It's also good to know that you can lease or purchase a *Scrubber-Vac,* and that *there's a Finnell man nearby* to help train your maintenance operators in the proper use of the machine and to make periodic check-ups. For demonstration, consultation, or literature, phone or write nearest *Finnell Branch* or Finnell System, Inc., 3101 East Street, Elkhart, Indiana. Branch Offices in all principal cities of the United States and Canada.

**FINNELL SYSTEM, INC.**

*Originators of Power Scrubbing and Polishing Machines*

Everything FINNELL for Floor Care

BRANCHES IN ALL PRINCIPAL CITIES

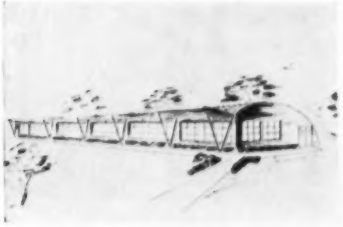
# New Product / Reviews

BUILDING PRODUCTS

Continued on page 174

## School Building SE-501

***A Pre-Fab Steel Structure***



Development of an all-steel school building costing approximately one-third the cost of conventional structures and specifically designed to help alleviate classroom shortages has been announced.

The Wonder Building is especially adaptable to growing communities where additional facilities are needed for regular classrooms, or as machine shops, repair buildings, auditoriums, gymnasiums, and similar buildings. Consisting of galvanized steel panels, corrugated and curved to permit trussless construction, the buildings are fire, vermin, and termite-proof. They can be completely insulated and may be permanent or demountable with 100% salvage.

Wonder Building Corporation of America, 30 N. LaSalle St., Chicago, Ill.

TEACHING MATERIALS

Continued on page 178

SE-502

## Filmstrip-Slide Projector

***Rugged, Easy to Operate***

The 500-Watt Soundview PhD is designed primarily for use in schools and universities where its ease of operation and rugged construction are of first-rate importance.

The projector features a lever-action film advance which is easy to operate. The "perfect framing" camlock can be released with a flick of the finger and the film "spun back" to whatever picture is desired for review or study.

Other features include: separate switch for the fan to permit after-cooling which lengthens the life of the projection lamp; a unique air duct blowing cool air directly to the film aperture, thereby eliminating the possibility of film damage due to overheating.

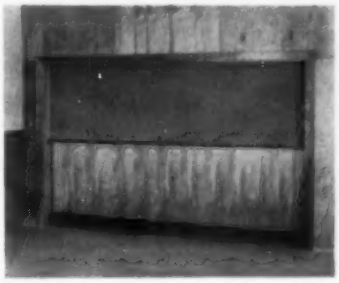
Automatic Projection Corp., 282 Seventh Ave., New York, N. Y.

CLASSROOM EQUIPMENT

Continued on page 182

## School Wardrobe SE-503

***Corkboard, Chalkboard Applied to Doors***



The Ross SynchroRobe school wardrobe has been designed especially so that either cork or chalkboard can be applied to doors. This permits display as well as storage on this section of the wall area. The space-saving vertical door action permits placement of desks as close to the unit as to any wall. Doors do not swing out and kill floor space and they completely eliminate the hazard of children getting their fingers caught. The full width opening of the doors also permits thorough and rapid cleaning and ready access to the interior.

This unit is low in cost and within the reach of closely budgeted schools.

R. G. Ross and Co., Inc., P. O. Box 1491, Charlotte, N. C.

FOOD SERVICE

Continued on page 186

## Hot Canned Soup Dispenser SE-504

***Vends Three Soup Varieties***




A coin-operated vending machine for dispensing heated soup in cans has been introduced by the Vendo Co. in cooperation with Campbell Soup Co. The new machine has a capacity of 210 eight-ounce ready-to-serve cans of soup and dispenses up to three different varieties heated at temperatures averaging 150 degrees Fahrenheit.

One of these machines in a small school can assure a hot meal without the need for cafeteria or food handling services. The unit is 18" deep by 32½" wide and stands 77¾" high.

The Vendo Co., 7400 E. 12 St., Kansas City 26, Mo.

## Daylighting Panels SE-505

***Will Not Support Combustion***

Fire-Snuf panels are the first fiberglass-reinforced daylighting panels to be listed by Underwriters' Laboratories, Inc. and to carry the Underwriters' label. The panels have a flame spread rating of below 75.

Fire-Snuf Panels are self-extinguishing and will not support combustion. They are molded of fiberglass and Hetron, a permanently self-extinguishing polyester resin.

Available for use as skylights, sidewalls, and partitions where fire safety is important.

RESOLITE CORP., Zelienople, Pa.

## Low-Cost Partitions SE-506

***Can Be Moved At Will***

Unistrut Partitions feature the Attwood system of space division. The Unistrut steel channel is combined with any standard paneling material —plywood, hardboard, pressed wood, plastics, wallboards, metal, glass, etc., from 1/8" to 1/2" thickness. The partitions have sound-retarding



qualities and are both strong and durable.

Maximum flexibility in design and construction is provided. Any type framing pattern is available, including floor-to-ceiling, open ceiling, seven-foot office divider, cubicle, railing, etc. The partitions are easily adjustable, and are completely reusable.

UNISTRUT PRODUCTS CO., 1013 W. Washington Blvd., Chicago 7, Ill.

SE-387

New Life



NO. C-282 Multi-Level Circulation Desk. A desk with MICOLOR top and shelving wing. Cabinet on exterior side closed with sliding doors.

THE FINEST IN LIBRARY FURNITURE

Finest because Sjöström emphasizes quality, looks ahead to tomorrow, meets new needs with new designs.

Just introduced are the units shown and MICOLOR—Formica tops in 4 basic colors.

Catalog L-54 describes the "New Life" line; Circular C-553 describes the units shown and MICOLOR tops. Ask for either or both.



NO. 291-30RS Reference card catalog with auxiliary shelving (reverse side) and counter-height table. Unit. Combines 30 drawer



200-series FREELINE table with MICOLOR top in satin smooth Formica.

SJÖSTRÖM OF PHILADELPHIA

1717 NORTH TENTH STREET, PHILADELPHIA 22, PA.

## Electric Heating SE-507

***Made Possible by Insulating***



The electric heating of a school has been made functionally and economically possible by permanently insulating the walls and roof (see illustration) with two-inch Foamglas, a rigid cellular glass insulating material.

This insulation has a high compression strength of seven tons to the square foot; has non-sagging, moisture-proof and fire-proof characteristics; and a low heat transmission rate.

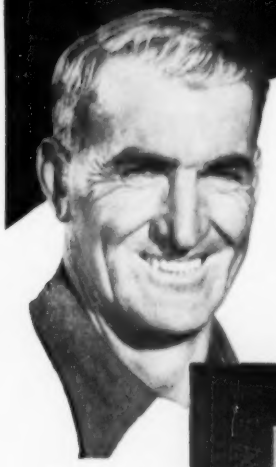
Electric conduit for lighting of the room was placed directly on top of the fibre board material with channels cut into the Foamglas for flush fitting. Use of Foamglas as wall insulation, too, made it easy to use metal ties from the face brick to the insulating block, thus binding the wall into a tight structure.

PITTSBURGH CORNING CORP., One Gateway Center, Pittsburgh 22, Pa.

# "We saved over 1600 man hours using 'UP-RIGHT' SCAFFOLD-ON-WHEELS"

**NEW, FASTER, SAFER WAY TO GET UP IN THE AIR AND ROLL WITH THE JOB.**

In minutes, a mobile tower of any height desired is erected by setting individual sections one on top of the other. The one-piece folding sections are quickly assembled without tools, wing nuts or bolts.



"Our summer program of overhead building and classroom maintenance that formerly took 13 weeks is now completed in only 8 weeks thanks to Up-Right's mobility and rapid assembly!"



Stairways are taken in stride . . . legs instantly adjustable for perfect leveling of platform.

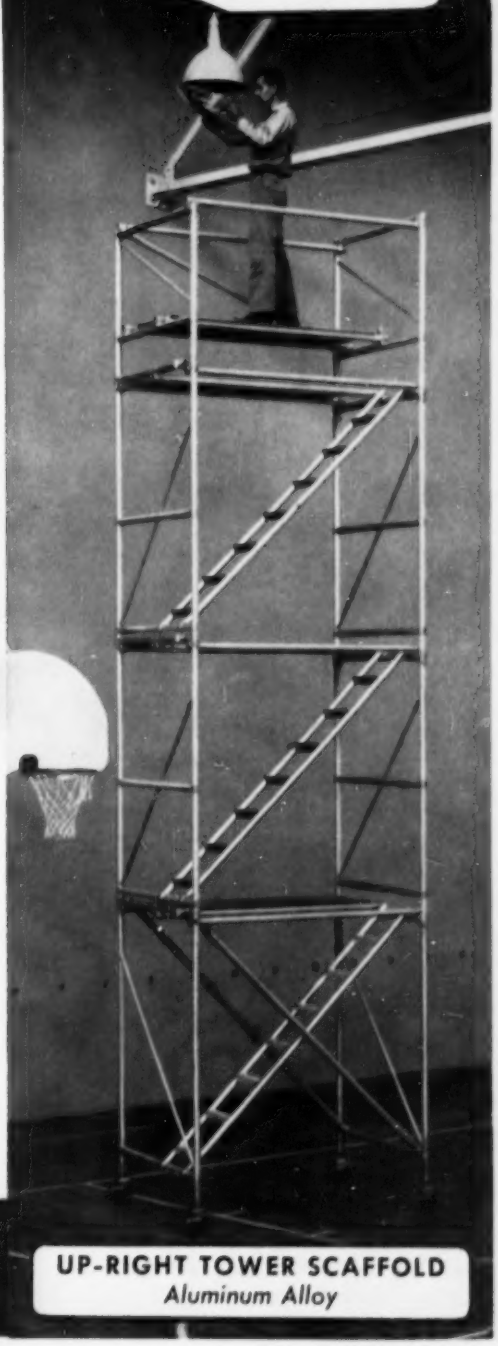
**UP-RIGHT SPAN SCAFFOLDS**



*Write for descriptive circular!*




"Two 10 ft. span scaffolds pay for themselves on any school paint job of 6 rooms or more," *says Leonard T. Anderson, painting contractor, Turlock, California.*



**UP-RIGHT TOWER SCAFFOLD**
*Aluminum Alloy*

**"UP-RIGHT" SCAFFOLDS**

DEPT. 154 · 1013 PARDEE STREET · BERKELEY, CALIFORNIA
FACTORIES: Berkeley, Cal. and Teterboro, N. J. Offices in all Principal Cities

BUILDING PRODUCTS

## Shower Control

SE-508

***With Built-In Thermostat***

Protection against shower injuries due to sudden temperature change is provided by the new Powers Type H Hydroguard. The bather has only one dial to turn and there is only one hole in the tile wall, instead of the usual 2 to 4, for various valves. Simpler installation also reduces costs and improves appearance.



The thermostatic mixer employed by the Hydroguard safeguards against both pressure and temperature changes in water lines. Failure of either cold or hot water supply instantly shuts off the shower. Triple-duty strainer-checkstop fittings are concealed beneath the cover of the control and are easily accessible by removing the dial. Two types of installation are available: with concealed piping (shown) or with exposed piping.

POWERS REGULATOR CO., Dept. S1, 3400 Oakton St., Skokie, Ill.

## Exterior Nails

SE-509

***Are Strong, Rust-Resistant***

Stormguard is the name of a new line of exterior nails that combines the stain, streak, and rust resistance of zinc with the strength of steel. The new nails are especially designed for applying siding, roofing and trim, where they effectively check the formation of stains, streaks and rust at less cost per nail than non-ferrous nails.

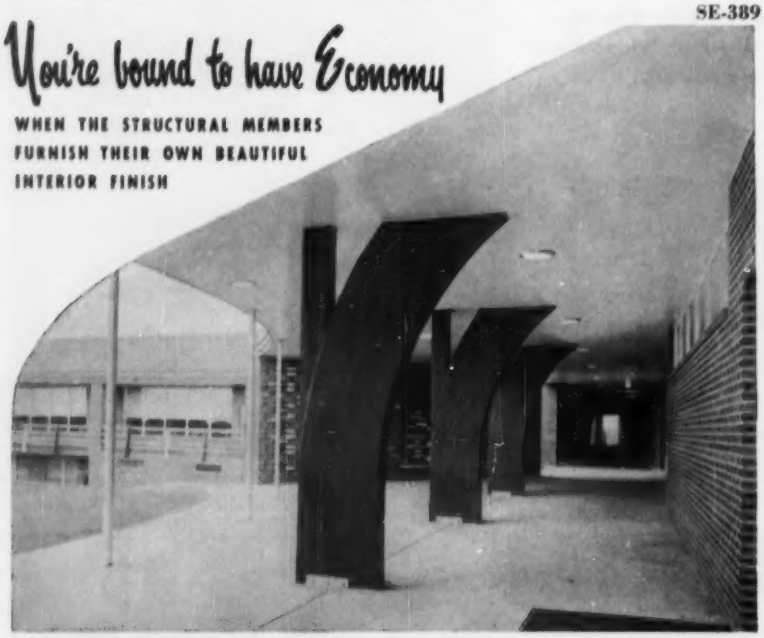
The Stormguard Nails have a strong steel core, heavily over-coated with zinc. The steel core provides the necessary strength for driving without undue bending, breaking or heads popping off. The zinc over-coating completely insulates the steel core, protecting it from rust.

W.H. MAZE CO., Peru, Ill.

SE-389


You're bound to have Economy

WHEN THE STRUCTURAL MEMBERS FURNISH THEIR OWN BEAUTIFUL INTERIOR FINISH



Interior or Exterior, Rilco glued laminated members add their own distinct beauty to the structure.

"We selected laminated wood arches for the combination gymnasium-auditorium in Buck's Hill School because we felt that a form of exposed ceiling would be the most economical. By using laminated wood arches and purlins we were able to apply a low cost roof with an acoustical interior finish and have a finished room broken only by the clean lines of the arches." That's the story in architect Francis L. S. Mayers' own words.

Surprisingly economical, Rilco laminated wood arches, beams or trusses are factory-cut and drilled, furnished with connecting hardware, ready for labor-saving assembly and erection. A Rilco field representative will gladly consult with you or your architect about the requirements for the building you are planning. *Write for information.*



Built to specifications—securely wrapped—Rilco members need no embellishment to reveal their unusual beauty.

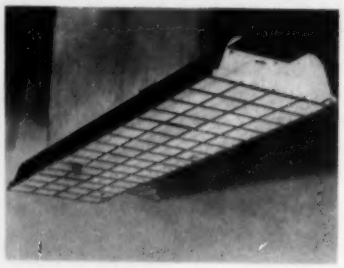
RILCO works wonders with wood

RILCO LAMINATED PRODUCTS, INC.
2543 First National Bank Bldg., St. Paul, Minn.
Wilkes Barre, Pa. • Fort Wayne, Ind. • Tacoma, Wash.


SE-510

## Fluorescent Light Guards

***Designed for Gymnasium Use***



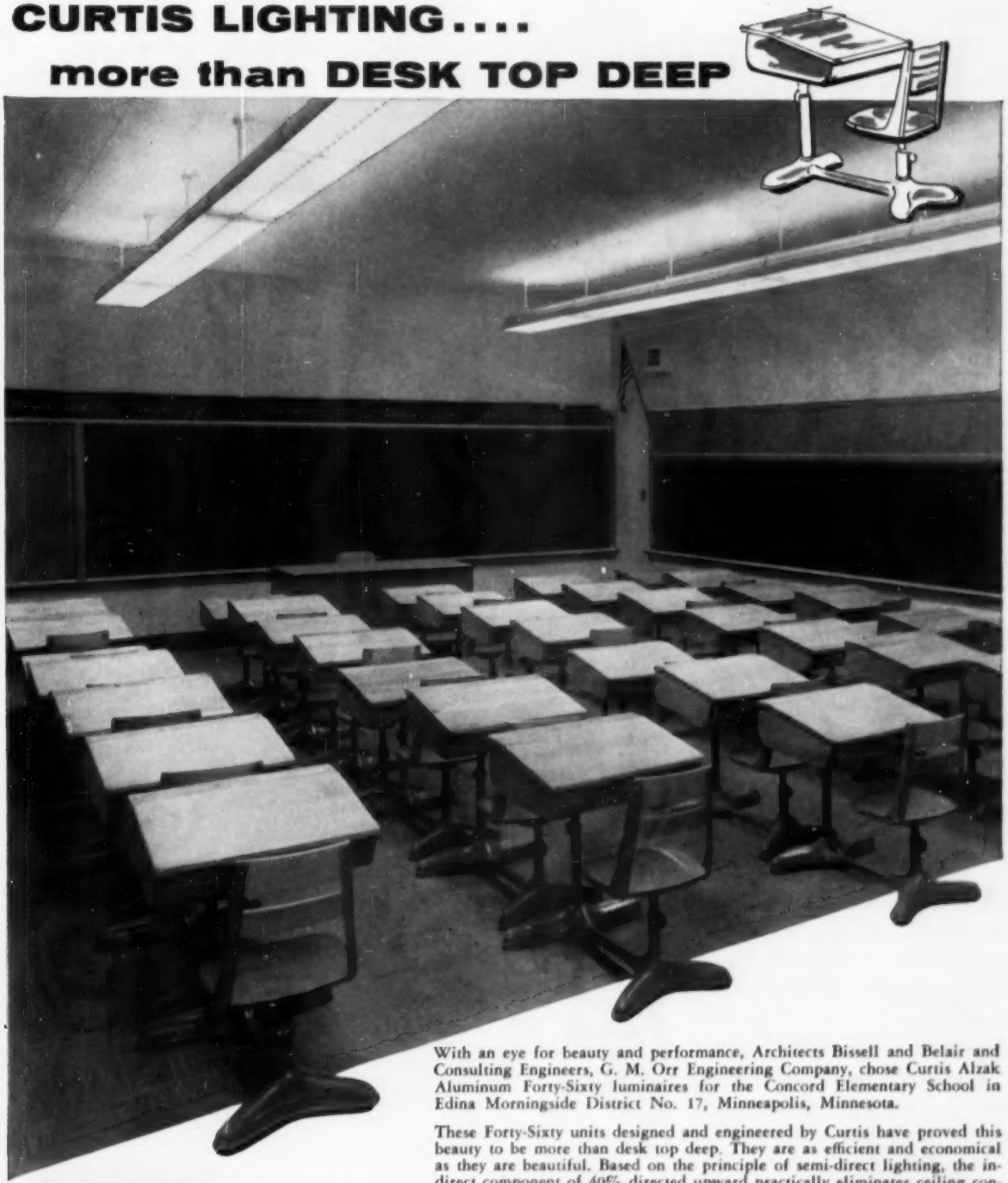
Fluorescent lighting can be used in school gymnasiums with the protection of a new welded wire guard. The guard combines light weight and strength to meet safety regulations.

No screws or other hardware are required for installation. Three retaining hinges clamp the guard firmly over the flanged edge of the reflector. On the opposite side, two wire clamps are easily released for bulb replacement.

E. H. TITCHENER & Co., 67 Clinton St., Binghamton, N. Y.

SE-390

# CURTIS LIGHTING....
## more than DESK TOP DEEP



With an eye for beauty and performance, Architects Bissell and Belair and Consulting Engineers, G. M. Orr Engineering Company, chose Curtis Alzak Aluminum Forty-Sixty luminaires for the Concord Elementary School in Edina Morningside District No. 17, Minneapolis, Minnesota.

These Forty-Sixty units designed and engineered by Curtis have proved this beauty to be more than desk top deep. They are as efficient and economical as they are beautiful. Based on the principle of semi-direct lighting, the indirect component of 40% directed upward practically eliminates ceiling contrast and the direct component delivers 60% of the output to the desk working area. This level of 48.3 footcandles of glare free illumination with a desirable VCI of 95+ provides a classroom lighted to exceed A. S. A. standards. Curtis Processed Alzak aluminum and the parabolic design of the reflector combines to give the Forty-Sixty an efficiency that provides high levels of quality illumination with only two rows of luminaires. Units of ordinary design usually require three rows. The resultant savings of installation and initial equipment costs is as much as 30%. The hard-as-diamond Alzak finish requires a minimum of maintenance, provides a lifetime of service. This economy of installation and maintenance meets the most rigid school budgets.

Whether you are building new or modernizing existing classrooms, remember to achieve efficiency and economy in your lighting it must be more than desk top deep. Write for details today.

**CURTIS LIGHTING, INC.** 6135 West 65th Street Chicago 38, Illinois

**IN CANADA**
Curtis Lighting of Canada, Ltd.
195 Wickstead Ave.
Leaside, Toronto 17, Ont., Canada

## Jr. Size Telescope SE-511

***Has Powerful Optical System***

A Junior-sized reflecting type telescope patterned after the largest professional units, and with a special optical system so powerful that the viewer can easily observe craters on the moon, is being marketed by Harmonic Reed Corp.

The Spitz Moonscope's tube is 18" long and contains a 3" tube and a highly polished reflecting mirror. A



twin lens eye piece is set at the top of the Spitz Moonscope, which makes for ease of observation. The tube is supported by an altazimuth type fork mount which rotates a full 360 degrees or can swing in declination 180 degrees.

HARMONIC REED CORP., 1111 Lancaster Ave., Rosemont, Pa.

## Microscope Slides SE-512

***Pre-Cleaning Effects Savings***

The J. Melvin Freed Company have just brought out a new microscope slide which comes already cleaned and ready for use. This eliminates placing of the new slide in potassium dichromate, adding of sulphuric acid, rinsing in tap water, rinsing in distilled water, rinsing in 80% alcohol, rinsing in pure ethyl alcohol bath, and drying.

The slides afford uniform dispersion on both surfaces for blood smears, aqueous bacteriological smears, and absolute adhesion of tissue sections.

J. MELVIN FREED, INC., Perkasie, Pa.

## Filmstrip Projector SE-513

***Can Be Controlled from Any Location***



The projection of brilliant pictures automatically from anywhere in the room is simple and fool-proof with the two new remote-control School Master Projectors made by SVE, Inc.

These two units, 300- and 500-watts, make it possible for the teacher to have complete freedom within the room or auditorium—he can stand on the stage, walk through the audience, etc. Either model may be operated manually and may be connected to a tape recorder or record player for automatic synchronization of filmstrip and sound.

SOCIETY FOR VISUAL EDUCATION, INC., 1345 W. Diversey Parkway, Chicago 14, Ill.

SE-393




*A timely step*

**IN THE RIGHT DIRECTION**

An ever-increasing number of schools — new and existing — are installing Standard Electric Clock and Program Systems, Fire Alarm Systems, Telephone Systems and Laboratory Panels.

School Committees, Planning Boards, leading architects and engineers look to Standard to "step up" efficiency and keep schedules operating on a smooth, trouble-free basis year after year.



*Since* STANDARD *1884*

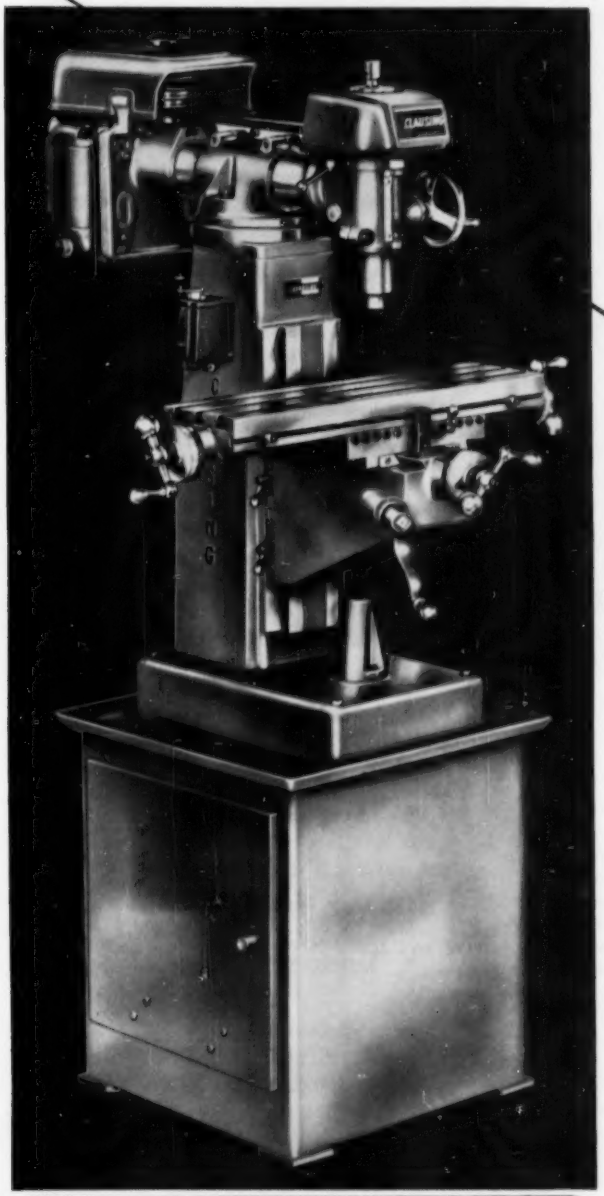
**THE STANDARD ELECTRIC TIME CO.**

68 Logan Street — Springfield 2, Massachusetts

SE-394

# New CLAUSING VERTICAL MILL

## ...most versatile training machine within HUNDREDS OF DOLLARS of its price!



NOW ONLY $795.00 F. O. B. FACTORY

Every school administrator who plays a part in the selection of school shop machinery will find it very much worth while to investigate the new CLAUSING VERTICAL MILLER.

The Clausing is a multi-purpose machine that will greatly increase the scope of student training. Instructors can not only teach *more* basic operations *better* with the Clausing, but they can also devote more time to the students because it handles so many different jobs with one work set-up!

Built to rigid tolerances for efficient operation and long accuracy life, it is an exceptionally rugged, precision machine that will stand up under inexpert student use.

At $795.00 F.O.B. Factory the Clausing Miller is the most outstanding value in the school shop machinery field!

### MILLS, DRILLS, BORES, REAMS & SHAPES with Extreme Accuracy... at all angles...with one work set-up.

For school shop training purposes, the Clausing Vertical Miller is actually several precision machines combined in one. The spindle head can be swiveled in a vertical plane and set at any angle, and the turret rotated in a horizontal plane making it possible to mill, drill, bore, ream and shape at all angles with one work set-up. Your Clausing dealer will gladly show you this *versatile* machine and give you the complete story on its many desirable features... see him before you purchase any new equipment ... lathes, drills or mills.

write FOR ILLUSTRATED LITERATURE

Atlas CLAUSING DIVISION
PRECISION MACHINE TOOLS

Atlas Press Company
QUALITY MACHINE TOOLS SINCE 1911
1-127 N. Pitcher St. Kalamazoo, Mich.

## Atom Models SE-514

***Available in 44-Piece Sets***

Stuart and Briegleb atom models are now available in 44-piece sets of nine different types specially selected for elementary organic chemistry demonstrations. With this set, it is possible to construct true-to-scale molecular models of most compounds discussed in a first-year organic chemistry course. These models give an exact picture of the actual spatial arrangement of a chemical compound magnified 150 million times.

They can be used to demonstrate steric effects, isomerism, resonance, tautomerism, three-dimensional arrangements of macro-molecules, biochemical specificity, and other phenomena.

ARTHUR S. LAPINE & Co., 6001 S. Knox Ave., Chicago 29, Ill.

SE-397

# The ABSOLUTE FINEST

## Packed with NEW FEATURES




- Only "push-button" hose connection lock ever seen in a cleaner. No shoving, tugging to connect or detach. A touch of the finger does it.
- Extra large, semi-pneumatic, fixed rear wheels eliminate sidewise swaying.
- 2 front ball bearing casters assure quick, easy maneuvering without tipping.
- Wrap-around solid rubber bumper around base prevents damage by contact.
- Special outlet for blowing. Outlet closed when not in use.
- Specially designed by-pass motor cooled by separate dry air stream.
- Uncloggable internal filter enables it to handle sticky dust.
- Minimum noise level.
- Available in stainless steel or enameled steel container with burnished aluminum and chrome trim.

Here for the first time in the industry is a really complete, truly modern big capacity suction cleaner. The Super Model BP-2 is the absolute finest and foremost in the heavy duty suction cleaner field. It gives complete cleaning performance in one unit—wet and dry pick-up and blowing. When you see this *Brand New* Super Model BP-2 in action, you will recognize unmistakable superiority in quality, design, construction & performance.

See your local Super distributor or write for complete catalog data.




THE NATIONAL SUPER SERVICE CO.
1947 N. 13th St. TOLEDO 2, OHIO

*"Once Over Does It"*

**SUPER SUCTION®**

SINCE 1911
"THE DRAFT HORSE OF POWER SUCTION CLEANERS"

## International Globe SE-515

***Is Deflatable***



A world globe that can be folded into a small package, and is unbreakable, has been developed by C. S. Hammond & Co. The globe is made of plastic, printed in bright colors and sharp type and is protected by a laminated sheet of heavy gauge Krene so that a grease crayon may be used to chart routes and then be erased. The globe may be easily inflated by mouth and fits into a stand so that it is free to spin on its axis at the proper angle.

All seams are welded electronically to assure maximum strength in construction. A special replacement policy whereby a purchaser of the deflatable globe can exchange his globe for the latest revised model at a fraction of the original cost, will help in keeping schools up to date.

C. S. HAMMOND & Co., Maplewood, N. J.

## Tempera Colors SE-516

***Stay Dispersed in Bottles***

Stafford Tempera colors can be used right from the Karry Kit package where the bottles are inserted in an "egg crate" arrangement. The easy-gripping, portable carton reduces paint-spilling accidents and makes it easy to blend colors to the exact shade wanted.

Two sizes are available: the Junior with 6 assorted colors and the Deluxe with 12. Brushes are included.

The new colors have no disagreeable odors and are completely nontoxic.

S. S. STAFFORD, INC., 609 Washington St., New York 14, N. Y.

SE-398

## HUSSEY STEEL PORTABLE STANDS



Hussey Installations, 14th Regiment Armory, Brooklyn, New York

### Save Money — Make Money

The most practical, low cost answer to your seating problems. The same stand can be used for baseball, football, etc., and then quickly and easily moved inside for basketball and other indoor needs. They are safe, cannot collapse, last indefinitely and sections can be added as needed.

Because of their exclusive patented features, they can be set up and taken down faster and easier. Available in two styles—Model 6 and Model 8. IMMEDIATE DELIVERY on 6, 10 and 15 tier, 12 ft. sections. Other sizes to order.

Increase your sports profit. Write for Free illustrated folder and prices.

NEW, Hussey fully enclosed deck, space saving "ROLL-OUT" Gym Seats. Easily opened or closed by one person. Descriptive folder FREE on request.

IRONWORKERS HUSSEY SAFE SEATING SINCE 1835

**HUSSEY MANUFACTURING CO., INC.**

**560 Railroad Ave.** **North Berwick, Maine**

*Also mfrs. of: Sectional Steel Landing Piers, Diving Boards, Floats, Water Sports Equipment, Flag Poles, Miscellaneous Iron, etc.*

SE-399

## *New* SERIES 70 CHANNEL STEEL CHAIR

**Check and compare all these exclusive engineered features**

Larger seat **LUXURY**

Non-tipping **SAFETY**

Longer durable **CHAIR LIFE**

**FRAME** — Non-tipping Y-type 16-gauge double-beaded channel steel, electrically welded and riveted.

**SEAT** — Extra large, 14½" x 15", 17" from floor. Steel or wood, contour shaped for full seating comfort.

**BACK REST**—Correctly postured, curved steel with fully rolled edge.

**FEET** — Swaged-on steel glides covered with white mar-proof rubber.

**LEG BRACES** — 3 leg frame stretchers prevent spreading or rocking.

**HINGES** — Fully covered safety type prevent accidental pinching.

**SEAT LOCKS**—Free operating, positive holding — prevent chair collapsing.



**IN ADDITION TO THE NEW SERIES 70,** Krueger offers a wide range of quality steel folding chair styles in a complete price range to meet every budget requirement.

Write for new catalog showing complete line.

# KRUEGER

**METAL PRODUCTS • GREEN BAY • WISCONSIN**

SE-400

*dependable locker security!*

## NATIONAL LOCK *combination locks*



68-268

68-267



**BUILT-IN LOCKS**

Quality made for use as original components, or as replacement units on lockers now in use. Rugged construction assures positive security, troublefree service. Easy to use. Available with or without convenient masterkey feature.



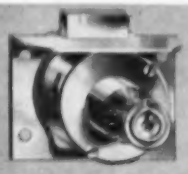
68-265

68-264



**SHACKLE LOCKS**

Three-number dialing . . . Brass working parts . . . extra strong chromium-plated shackle . . . stainless Steel outer case . . . these outstanding lock features mean dependable locker protection. With or without masterkey feature.



68-259

**LABORATORY LOCK**

Solid Brass construction is not affected by ordinary laboratory fumes and acids. Reversible. Masterkeyed.

**EFFICIENT LOCKER CONTROL**

Master charts for lock records, complete with leatherette binder, are supplied FREE with quantity lock purchases. Ask about them.



***Write on your letterhead for a free sample lock***

**NATIONAL LOCK COMPANY**

Rockford, Illinois • Lock Division

SE-517

## Modular Drafting Desks

***Come in 14 Basic Styles***

Designed especially for engineers and draftsmen, the Modulator line of drafting desks is built around 14 basic models, which can be put together and interchanged for efficient and economical work planning. The desk-high steel units have plastic and linoleum work surfaces and aluminum drafting boards. All components will fit together and can be assembled into practically any layout.



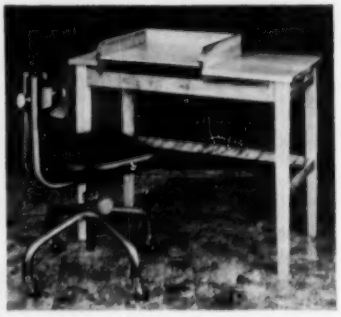
Drawing board sizes range from 26 by 40″ up to 43½″ by 72″. The drawing board is constructed of Reynocell—weighs only one-third the weight of a wooden board and is not subject to atmospheric or climatic changes.

EMECO CORP., Hanover, Pa.

SE-518

## Adjustable Typewriter Table

***Adjusts from 26 to 30″***



Desks of America, Inc. announces the introduction of an economy priced, adjustable typewriter table embodying many features of more expensive models. The table is manufactured in accordance with specifications prepared by the Board of Education, Government of the District of Columbia, Washington, D.C.

The table measures 18 x 34″ and the typewriter platform is adjustable from 26 to 30″. The new model is called Adjustable Typewriter Table #105.

DESKS OF AMERICA, INC., 5814 Main St., Long Hill, Trumbull, Conn.

SE-519

## Lab Glassware Washer

***Has 4 Power Brushes***

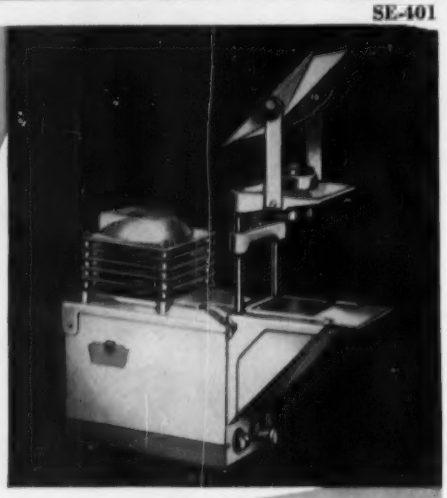
The Power-Scrub Mobile Laboratory Glassware Washer has four power brushes and cleans all types of glassware: beakers, test tubes, petri dishes, round and flat bottom flasks, cylinders, etc.

The unit is a self-contained cabinet with stainless steel sink bowl 16″ x 14″ x 14″ deep, with rubber-tired casters. Vertical spiral brushes are always submerged during cleaning, giving greater cleaning effect. Special winding of bristles continually forces fresh cleaner into glassware.

LABLINE, INC., 3070 W. Grand Ave., Chicago 22, Ill.

SE-401


the NEW KEYSTONE Overhead Projector





Everywhere . . . classroom teachers have enthusiastically pronounced it

"the best all-around teaching projector we've ever seen..... brighter, cooler and quieter, smaller and lighter"

Compact construction; refined optical system; two-way cooling; many other improvements. And all attachments from the old Keystone Overhead are useable.



For Tachistoscopic Training

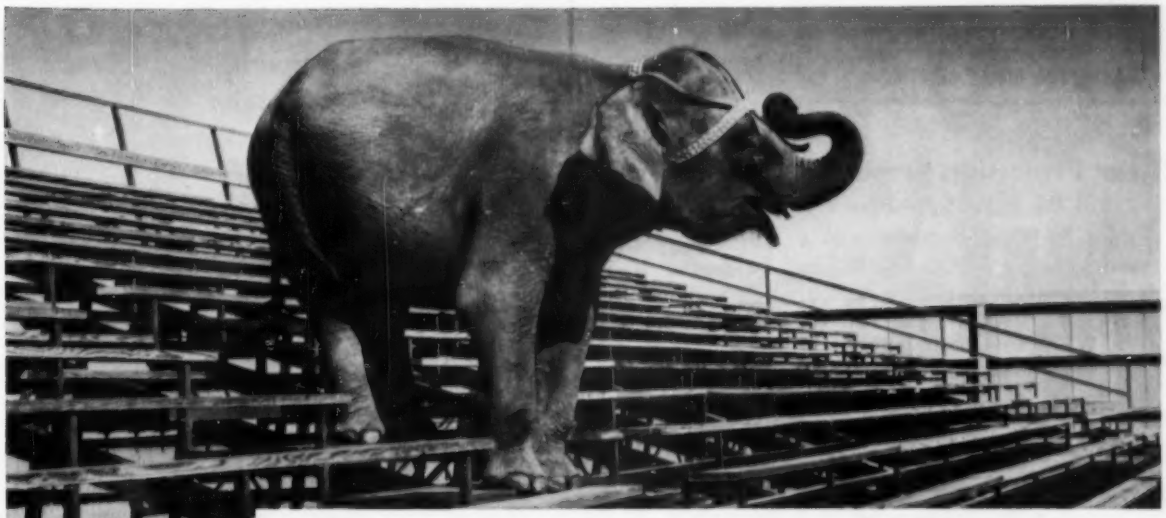
**It does Everything**— projects standard slides, two-inch slides, strip film, micro-slides — and of course it's the *perfect* projector for Tachistoscopic Techniques.



For Projecting Micro-Slides

Write for the new Descriptive Circular.
KEYSTONE VIEW CO., Meadville, Penna.
*Since 1892— Producers of Superior Visual Aids.*

SE-402



## *The proof of the pudding is in the elephant!*

Just what we've told folks for years . . . here's the extra margin of safety you need! 8,000 pounds of Old Jumbo . . . where not more than 2,000 pounds of people could crowd in! Immediate delivery . . . no delay . . . Further information and prices gladly furnished.

# REEVES STEEL, INC.

**Manufacturers of REEVES STEEL BLEACHERS & GRANDSTANDS**
**205 N. 12th Street** **P.O. Box 1163** **Tampa 1, Florida**
**Telephone 2-0651**

SE-403

# SAVE *time...costs...space*

See our catalog in AMERICAN SCHOOL AND UNIVERSITY or write for copy



## PORTA-ROBE

**Flexible Garment Storage Units Meet Every Need of New and Existing Classrooms!**

Porta-Robe units save valuable classroom space...provide extra shelf space for materials and divide large rooms for extra class activities. Units may be equipped with tack or chalkboard to increase classroom facilities.

Basic, patented clothing hangers are easily operated, permanently attached (removable if desired) and trouble-free. Rustproof aluminum grills for hats and footwear provide maximum ventilation and resist snow, rain and mud. Units never need painting and require little maintenance. Sizes for elementary and primary grades.

**EDUCATIONAL DEVICES, Inc.** *Associated with* DICKEY INDUSTRIES
**Shaker Square, Cleveland 20, Ohio**

SE-404




## The DON Display of POTS and PANS is a Sight to See!

There's a tremendous selection of every type of pot or pan on display in the Exhibition Hall at DON headquarters. In your DON salesman's catalog there is a picture of each of these pots and pans. Broiling pans, baking pans, frying pans—big pots, little pots, medium pots—of steel, copper and aluminum.

Yes, here you'll find hundreds of pots and pans to fill your needs! You name it — DON has it: Stock pots, sauce pots, Bain Marie pots, utility kettles, double boilers, transfer dippers, mixing bowls, gelatin molds, steamers, egg poachers, roasters, french fryers, doughnut pots, skillets, sauce pans, frying pans, baking pans, cheese pans, bun pans, meat loaf pans, steam table pans, pudding pans, Denver sandwich pans, omelet fry pans, pie pans, display pans, salad pans, saute pans—JUST TO NAME A FEW! And on each—SATISFACTION IS GUARANTEED! Don't you need a pan now?

**Write Dept. 26, about your specific needs or ask for a DON salesman to call.**

**EDWARD DON & COMPANY**
GENERAL HEADQUARTERS—2201 S. LaSalle St.—Chicago 16, Ill.
Branches in MIAMI • MINNEAPOLIS • ST. PAUL • PHILADELPHIA • HOUSTON

SE-520

## Rear Projection Screen

***For Daylight Projection***

Klearcite Screen Co. announces a new translucent screen material for daylight rear projection of motion pictures and slides. The material, called WDD, is a vinyl plastic, laminated and embossed to produce over 2000 prismatic projections per square inch. Full dispersion is effected by an opaline film only .002 inch thick. The texture of its surface eliminates glare, and absorption of ambient light is high, making it suitable for use in daylighted rooms.

Klearcite WDD screen material is flexible, portable, flameproof and washable. It is available by the square foot or fabricated into screens ranging in size from 12″ square to 12′ x 16′.

KLEARCITE SCREEN CO., 1432 N. Orleans St., Chicago 10, Ill.

SE-405

COULD YOU USE THE EXTRA MONEY?



Extra money will come from *savings* when you paint with Pratt & Lambert *New* Lyt-all Flowing Flat. Here's how:

SAVES TIME — because it's easier to apply, your men get more work done.

SAVES MATERIAL — because it covers better, it spreads farther, less paint is used.

SAVES ON MAINTENANCE — because it washes easily, not once or twice, but again and again. This means you don't have the expense of repainting as often.

SAVES ON WORK — because it has no objectionable odor, rooms can be painted quickly without a lot of moving and confusion. Rooms are not shut down for long periods.

Get extra money by saving on painting expense. Paint with Pratt & Lambert *New* Lyt-all Flowing Flat. For the *full story* on this money-saving wall paint, address Pratt & Lambert-Inc., 75 Tonawanda St., Buffalo, N. Y. In Canada: 254 Courtwright St., Fort Erie, Ont.

PRATT & LAMBERT-INC.

*A Dependable Name in Paint since 1849*

NEW YORK • BUFFALO • CHICAGO • FORT ERIE, ONTARIO

SE-521

## Arc Spotlight

***For Large Auditoriums, Stadiums***



The Super Trouper is a direct current high powered arc spotlight with a built-in power conversion unit. This complete arc spotlight with its combination transformer and selenium rectifier draws only 10 amperes from the 220-volt AC power source and converts it to DC of the proper voltage for use at the arc which is of the same high quality as that used in motion picture projection.

The Super Trouper supplies a sparkling, snow white, uniformly illuminated spot. For a 300-foot length of throw, for example, the size of the projected spot is variable from a minimum of 24″ head spot to a maximum of 75 feet flood.

THE STRONG ELECTRIC CORP., 114 City Park Ave., Toledo 2, Ohio.

SE-522

## Soap Dispenser-Shelf

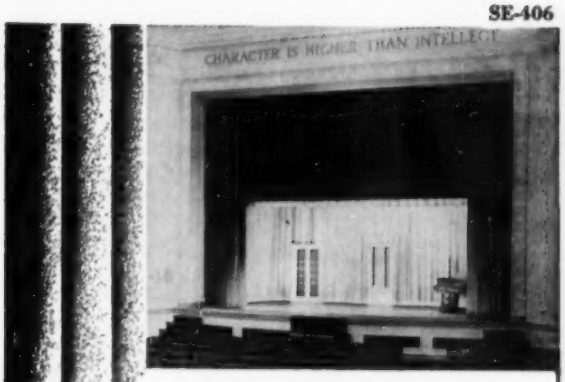
***Takes Up Little Space***



Lathurshelf is a self-contained combination shelf and soap dispenser. Made of polished stainless steel, it provides a sanitary surface for toilet articles and personal effects. It is available with one or two soap valves for installation over one or two basins. Valves may be either lather or straight liquid.

AMERICAN DISPENSER CO., INC., 115 E. 23 St., New York 10, N. Y.

SE-406




For Staging that's . . .

VERSATILE, ECONOMICAL, DRAMATIC

## Consult Pittsburgh

Let us design a modern, dramatic stage setting that can be quickly and easily adapted to your every need.

CURTAINS
DRAPERIES
FLATS
DROPS

TRACK · LIGHTS
HARDWARE
RIGGING

Our Curved Cyclorama Track converts your stage to any size area you need — or clears the stage for use as a gymnasium

**WRITE TODAY** *for free consultation or additional information*

2705 No. Charles St.

*Pittsburgh Stage Inc.* Dept. SE-1

Pittsburgh 14, Penna.

SE-407

*Now!*

## TWO NEW GRADE-AID UNITS TO FILL YOUR NEEDS!

The first practical all-steel clay storage cart, specifically designed for clay and ceramics! The corrosion-proof stainless steel bowl holds up to 150 pounds of clay — heavy-duty casters permit easy handling by teacher and student — non-marking rubber bumpers safeguard walls and furniture! A durable low-cost necessity wherever clay is used!

### ALL-STEEL MOBILE CLAY CART!



### ART-COUNTER!



New combination sink, work counter and storage unit that will solve your art-room problems! Stainless-steel (and maintenance-free) work counter and sink . . . four roomy shelves, large enough to hold 24" x 36" art paper . . . closed cabinet for supplies! Economical in price — simple to install in minutes!

**WRITE FOR FULL DETAILS!**

GRADE-AID DIVISION

COLONIAL ENGINEERING CO., INC.

GROVE STREET, W. SOMERVILLE 44, MASS.

SE-408

# BEST CLEANING *for schools* BUY



## SPENCER P118

PORTABLE VACUUM CLEANER

Engineered . . . built for hard service . . . by vacuum specialists with experience second to none. *Priced less than $250*, made-to-order for school budgets . . . especially so because you make no compromise with quality or efficiency.

Full ⅞ h.p. motor. Gets *all* the dirt . . . up to 6 times more. For wet or dry pick-up . . . and for every cleaning task. Unique advantages of internal dirt bag emptying and dust-free dry mop cleaning accessory.

Write Dept. SS . . . see how much MORE cleaning power you get per dollar with this new Spencer.

THE SPENCER TURBINE COMPANY · HARTFORD 6, CONNECTICUT

SPENCER HARTFORD

Spencer manufacturers a complete line of Commercial Portable Vacuum Cleaners.





COMMERCIAL P125—1 H.P.


MULTI-VAC SENIOR P115 ¾ H.P.


MULTI-VAC JUNIOR P111 ½ H.P.

ISP56A

FOOD SERVICE

## Refrigerator

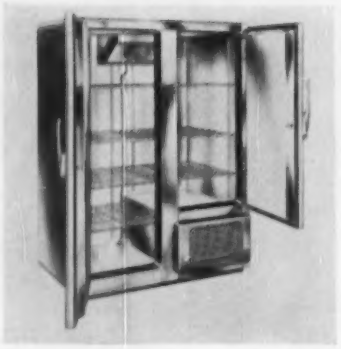
SE-523

***In New 40 Cu. Ft. Model***

Glenco announces a new line of commercial refrigeration. Rugged beauty and massiveness have been stressed. The thicker-than-average doors contain a full 4" of insulation.

The model shown is the No. AL-40-S, 40 cu. ft. self-contained reach-in refrigerator. All visible exterior surfaces, including sides, are of highly polished stainless steel. The interior is aluminum. Spring-loaded latches permit feather-touch closing of doors. Door mullions are of a non-sweat type, designed against condensation under humid conditions.

GLENCO REFRIGERATION CORP., Janney & Ann Sts., Philadelphia 34, Pa.




SE-409

NEW




MASTERMADE *DeLuxe*

Movable Desk

**The new MASTERMADE *Deluxe* Movable Desk brings you a combination of practical functional design . . . plus rugged structural strength. It has new style . . . new comfort . . . new features that mean years longer service from every desk. It's roomier . . . quieter . . . and fool-proof!**

See the new MASTERMADE DeLuxe Movable Desk today. Get complete details by calling your LOCAL ROWLES SCHOOL EQUIPMENT DEALER

ROWLES School Equipment

E. W. A. ROWLES COMPANY

ARLINGTON HEIGHTS, ILLINOIS


SE-524

## Waterless Food Warmer

***With Integral Dish Shelf***

The built-in dish shelf, which is a feature of the new Thurmaduke Waterless Food Warmer, keeps dishes handy and puts the controls at your fingertips, easy to see and adjust. On electric models, a master control switch on the right end of the shelf turns the entire unit on and off without disturbing individual thermostat settings for each food compartment.

Heavy insulation in all four sides and bottom of each heating compartment reduces heat loss and provides maximum heat control.

DUKE MFG. CO., 2305 N. Broadway, St. Louis 6, Mo.

## Shake Maker

SE-525

***Makes 4 12-Oz. Shakes a Minute***



Sweden Freezer's new model 211 Shakemaker is a compact back bar shake machine which is completely self-contained. It features the new Air-O-Metric mix feed system which needs no adjustment. A ¾ hp. hermetically sealed water cooled condensing unit furnishes refrigeration, while a ⅓ hp. motor powers the dasher.

SWEDEN FREEZER CORP., 3401 17 Ave., W., Seattle 99, Wash.

SE-410

Institutions, Industrial Plants, Schools, Camps, Mills, Hotels, Hospitals, Commissaries, Caterers, Steamships, Large Government and Commercial Feeding Operations

# THEY ALL DEPEND ON AERVOIDS TO MOVE HOT FOODS



**Only AerVoiDs Have Health Approved Vacuum Insulation**

The trend toward more and more centralization of food production on large feeding operations calls every day for more and more portable AerVoiD Carriers to move hot foods and liquids.
AerVoiDs alone are all stainless steel combined with health-approved *vacuum insulation*. AerVoiDs alone provide the highest SANITARY standards. AerVoiDs alone provide the durability to stand up under rough usage and spread their cost over a long period of service. AerVoiDs liquid carriers alone when used with new AerVoiD faucet "NC" or "NS" are "in compliance" with the sanitary construction requirements (Item 9, Bul. 280) of U. S. Public Health Service.

HOT FOODS
HOT COFFEE
HOT SOUPS

Write for illustrated Catalog Circular GA4

**VACUUM CAN COMPANY**
19 South Hoyne Avenue — Chicago 12, Ill.

AERVOID *Vacuum Insulated*
Hot Food, Soup and Coffee Carriers

SE-411

# ALLIED'S best buys in RECORDING EQUIPMENT FOR SCHOOLS



ONLY $89.95

"BEST BUY"

**knight *PUSH-BUTTON* Automatic Tape Recorder**

Judged "Best Buy" among recording experts and educators. Features unique Push-Button Keyboard for instant recording with remarkably faithful reproduction. Has 2-speed dual-track recording mechanism and efficient erase system. Records up to 2 hours on a single tape. For instant playback, just push a button; also has push-button control of forward, reverse and stop functions. Records with excellent fidelity from microphone, radio or phonograph. Plays back through built-in amplifier and high-quality speaker. Simple to operate. Compact, attractive. Complete with microphone, 600-ft. reel of tape and take-up reel. Shpg. wt., 29 lbs.

96 RZ 675. KNIGHT Recorder. Only **$89.95**

**"BEST BUY" IN RECORDING TAPE**



1800 FT. REEL $2.49

**knight "plus-play"**

NEW LOW PRICE on top quality tape; provides 50% more playing time on standard-size reels. Wide response, low distortion, uniform output. Have longer recording time—the very best for less.

96 R 982.
7" 1800-ft. reel. Only ..... **$2.79**
5 or more, each... $2.49

ALLIED stocks leading makes of tape recorders and all recording accessories. See our Catalog for complete money-saving selections.



**FREE** 324-Page 1956 Catalog

Send for the leading buying guide to everything in electronics for the school: Sound and Recording equipment; Training Kits, Lab instruments, Tools, Books, Electronic Parts, etc. Write for FREE copy today.

**ALLIED RADIO**
100 N. Western Ave., Dept. 8-A-6
Chicago 80, Ill.

SE-412

# NEW HELP WITH YOUR DIRTY FLOORS

WHITE UTILITY TRUCKS

## ALL PURPOSE . . . TRUCKS

This Truck will carry all the cleaning equipment needed to make your floor cleaning job an easy one. Mops, brooms, buckets, wringers, etc. and soaps, dust cloths, polish, waxes, all fit conveniently on this specially designed truck. Large trash bag slides out of the way when not in use. Rolls silently on rubber wheels.



## PICK-UP . . . . . TRUCKS



An Ideal truck for quick and easy collection of waste paper, trash and soiled linen. Moves silently on either 2 or 4 rubber wheels. Has large carrying capacity, approximately five bushels, and can be folded flat for storage. Saves hours of labor in schools, offices and public buildings.

## HANDY TRUCKS . . .



WHITEY MOPZUM SAYS:



This Handy Truck is a tremendous time and money saver around any institution. For moving garbage cans, ash cans, cartons or any other heavy equipment with a minimum of time and effort. Sturdy construction yet light in weight. Soft tread on wheels for quiet operation.

*Write for Catalog No. 153*

**WHITE MOP WRINGER CO.**
7 Mohawk St., Fultonville, N.Y.
Canadian Factory: Paris, Ont., Canada

*It's RIGHT . . . if it's* WHITE

A COMPLETE LINE OF FLOOR CLEANING EQUIPMENT

FOOD SERVICE

## Milk Cooler

SE-526

***Keeps Milk at Proper Temperatures***

Model MC-10 is a refrigerated cabinet for storage and manual dispensing of bottled or carton milk in schools, cafeterias, etc. The cabinet is of all-steel construction with completely sealed-in Fiberglas insulation, and is 37″ long, 28″ wide and 37″ high, trimmed in stainless steel with two stainless steel doors that glide easily open or shut. It is equipped with two adjustable, removable, heavy wire shelves to accommodate half-pint, pint or quart bottles or cartons.



SCHAEFER, INC., Minneapolis, Minn.

## Hot Food Units

SE-527

***Operate by Gas or Electricity***



Stanley Knight Corp. has introduced a new line of wet or dry hot food units. Outstanding features are the die-stamped openings in the top with raised edge to prevent any spillage into the warming well. The one-piece top and back-splash are made of heavy 16-gauge stainless steel.

These units will maintain proper food moisture qualities over long periods of time with Seco-Matic wet or dry deep drawn wells.

STANLEY KNIGHT CORP., 3430 N. Pulaski Rd., Chicago 41, Ill.

SE-528

## Soft Drink Dispenser

***Beverages Are Kept Under Refrigeration***

The Cee and Tee Dispensing Unit Model 201 is designed to dispense four flavors of soft drinks. The machine is a self-contained unit in an all-stainless steel cabinet. Approximately 40 gallons of water circulate at 32° to 34° over a reserve ice bank, enabling a continuous draw over the peak periods.

Dimensions of this heavy-duty model are 38″ wide and 28″ deep with ½ horse compressor.

CEE AND TEE PRODUCTS, INC., 1201 West 8 Mile, Detroit 3, Mich.


SE-413




with VES-COTE FLOOR WAX

There is new safety in walking when floors are finished with Ves-Cote . . . because Ves-Cote contains a new and proven anti-slip agent, DuPont's "Ludox"* colloidal silica. These minute particles of "Ludox"* create excellent sole and heel traction—offer effective braking action for each step.

In addition to safety, Ves-Cote dries to a high lustre; is long-wearing; water resistant; easy to apply and dries quickly.

If you need safe floors, yet demand attractive floors—Ves-Cote is your answer.

ANTI-SLIP PROTECTION



When you step on Ves-Cote, the weight of the foot forces the hard "Ludox" colloidal silica spheres into the wax particles, providing superior braking action. This way, Ves-Cote gives greater slip protection.

*Trademark of E. I. Du Pont de Nemours & Co., Inc.

VESTAL INCORPORATED
4963 MANCHESTER AVE.
ST. LOUIS 10, MISSOURI

SE-414

NOW -
Bleacher Seating
GALVANIZED
AF*

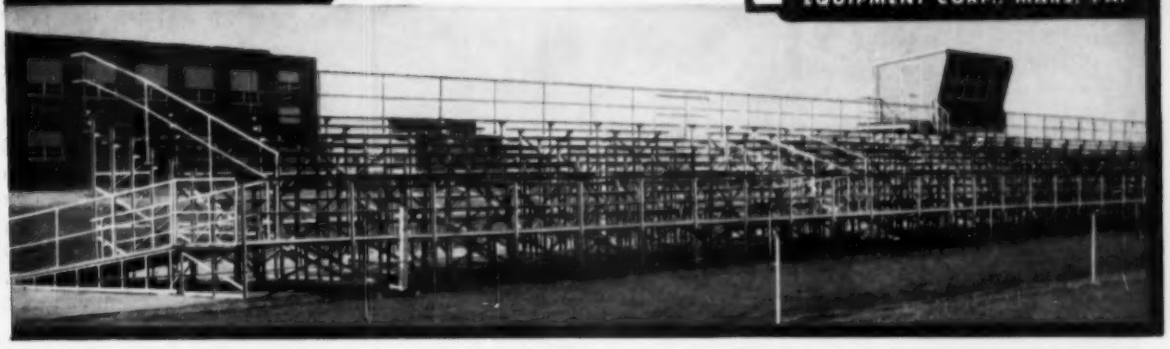
There's real significance to our emphasis of the letters **AF***. No—they are not the abbreviation of a governmental agency, nor do they denote the degree of a person's educational background. But—to school administrators, **AF*** does have important meaning. It symbolizes substantial savings in terms of dollars and cents.

***AF* stands for AFTER FABRICATION.***

We feature **AF** in connection with our exclusive **Galvanizing** process because it means that all steel members of PLAYTIME seating receive a heavy Hot-Dip zinc coating following weldment and sub-assembly. **Galvanizing AF** stops rust at manufacturing source. It eliminates for many years the necessity for painting and scraping—a factor that can make ownership of bleachers a costly liability.

If you are seeking bids on either permanent or portable athletic stands, be sure to investigate PLAYTIME's **Galvanized AF** bleachers. They'll cost you less and last you longer!

"FOR YOUR GAME SEATING COMFORT"
Playtime
EQUIPMENT CORP., MARS, PA.



SE-415



ALL-AMERICAN HEAVY DUTY
UNIFORM HANGER

**Faster, More Thorough and More Hygienic Drying . . . More Efficient Handling of All Your Athletic Gear**

Accommodates a complete football or basketball uniform, solves the problem of drying and storing sweat soaked athletic gear. Extra heavy steel rod, electrically welded into single unit. Molten tinned finish protects permanently against rust or corrosion. Individually numbered.

**Each, complete with Number Plate, f.o.b. our Texas Mill..... $1.60**

★ *Write for literature on American Approved Gymnasium Baskets, Steel Basket Racks and Dressing Room Equipment*

AMERICAN
PLAYGROUND DEVICE CO., ANDERSON, IND.
WORLD'S LARGEST MANUFACTURERS OF FINE PARK, PICNIC, PLAYGROUND, SWIMMING POOL AND DRESSING ROOM EQUIPMENT

SE-416

get low-cost
AUTOMATIC
classroom
timing
with



Montgomery
SYNCHRONOUS
PROGRAM CLOCKS

**Fully automatic . . . signals silenced over weekends and holidays. Easy to set to any desired schedule . . . pushbuttons provide for special signals without disturbing pre-set schedule. 12 or 24-hour models. Your existing pushbutton system may be changed to a completely automatic one for as little as $89.50 . . . or an entirely new system installed at low lost. Mail coupon, or see your dealer today.**

MONTGOMERY MFG. CO., Owensville 4, Ind.
Please send information about Montgomery Program Clocks to
Name .....
Address .....
City and
State .....

PHYSICAL EDUCATION

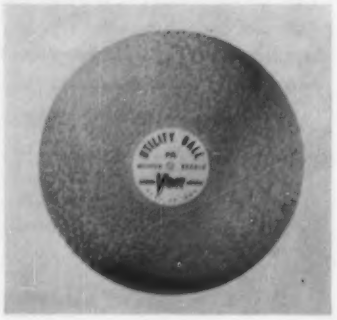
## Utility Balls

SE-529

***Stippled Finish Improves Grip***

The PG Utility Balls are now available with an attractive stippled finish which provides an improved grip without hurting the youngsters' hands, as well as improving the ball's appearance.

A special Voitex rubber formula provides the balls with longer life and has overcome many of the weathering problems, particularly checking.

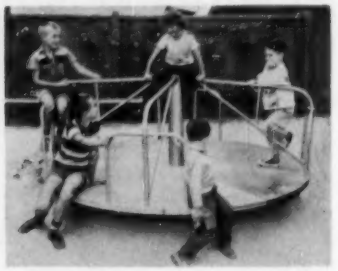



The stippled-finish balls are available in seven sizes. Some of the sizes may be had in a choice of colors. W. J. Voit Rubber Corp., P. O. Box 3068, Terminal Annex, Los Angeles 54, Calif.

## Merry-Go-Round

SE-530

***Steel Desk is Gaily Painted***



Capable of carrying up to 30 children at a time, a new all-steel, round deck Safety-Spin merry-go-round has been introduced by Jamison Mfg. Co. The deck is made of 16-gauge diamond pattern non-slip steel with 1¼" flat steel bar reinforcements. The deck sections are painted in bright colors.

Broken down for easy, economical shipments, the sections are easily assembled on the playground with standard tools.

Jamison Mfg. Co., 8300 S. Mettler St., Los Angeles 3, Calif.

SE-417




**International** School Seating

will pass your **test of time**

Built to withstand constant usage, International all-steel construction assures minimum maintenance and maximum life under all school conditions. Available with hardwood plywood seats and backs or fully cushioned, every unit incorporates all features of time-tested auditorium seat construction . . . proof of their durability to stand up under "teen age" use.

*Write for complete details*

International SCHOOL SEATING

Division of Union City Body Company, Inc. • Union City, Indiana

SE-531

## Portable Stadium Seats

***For Permanent Installation or Rental***



Scott Stadium Seats convert hard board seats into comfortable chairs. The seats can be finished in school colors.

The units may be permanently installed or used on a performance-rental basis. They are of all-steel construction with upholstered seats. A choice of back rests and colors is offered. The seats fold compactly when not in use, thus presenting no storage problem.

Scott Port-A-Fold, Inc., 712 Middle St., Archbold, Ohio.

SE-418

# Nutting CHAIR TRUCKS

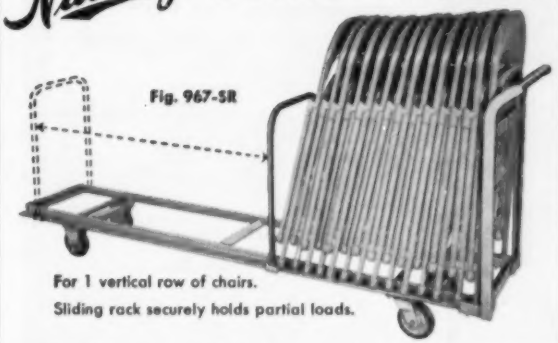


Fig. 967-SR

For 1 vertical row of chairs.
Sliding rack securely holds partial loads.

## Built to outlast the chairs!

Here's your topnotch chair truck value. Nutting's high grade materials and fine workmanship give you year in, year out economy. Ample size steel frames and ball bearing rubber tired wheels of adequate diameter insure longer life and easiest operation under heavy loads. Finished in attractive metallic grey.

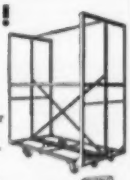


Fig. 964 Double Decker —holds 4 vertical rows.



Fig. 969 For 2 vertical rows.

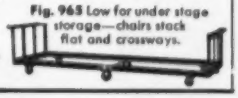


Fig. 965 Low for under stage storage—chairs stack flat and crossways.



*Write for Chair Truck Literature and Bulletin 53-SC,* which shows food service, classroom maintenance trucks and others.

Since 1881 **NUTTING TRUCK & CASTER CO.**
2607 East Division St. • Faribault, Minn.

SE-419

# it's the *CLICK* that counts

Count the "clicks" — presto, it's open! You don't have to see the dial to work the combination. For quickest and easiest operation — as well as economy, security, and durability in schools — it's the Gougler Keyless Lock.



Available with or without Master Key

**Locks serially numbered**

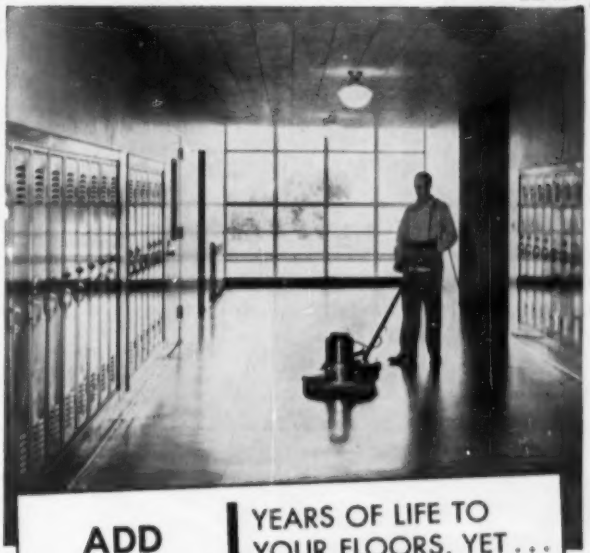
**FREE Service Records**

**Materials & Workmanship Guaranteed**

*WRITE FOR INFORMATION*

**C. L. GOUGLER KEYLESS LOCK CO.**
705-769 Lake St., Dept. 3, Kent, Ohio

SE-420



| ADD | YEARS OF LIFE TO YOUR FLOORS, YET . . . |
|---|---|
| SUBTRACT | MAINTENANCE COST |

*Deluxe Model 24 Shown

**ADVANCE SPEEDBOY Floor Maintenance Machine**

*Gives you complete floor maintenance—Scrubbing, Waxing, Polishing, Steel Wooling, Shampooing.*

One man with a Speedboy can maintain a larger floor area *better* than can several men with old fashioned hand methods or outmoded equipment.

## These Features Explain Speedboy Popularity with Maintenance Engineers

- Silent-Flo drive—revolutionary method of power transmission; grease free and silent.
- Perfect balance assures effortless, self-propelling operation.
- Low Overhead—only four inches over brush.
- Automatic raising and lowering of wheels—fully adjustable handle—dual control safety switch.




ADVANCE Floor Maintenance Machines—built to serve you long and well.

*WRITE today for detailed information*

NAME_____

ADDRESS_____

CITY_____ STATE_____ ZONE_____

**ADVANCE FLOOR MACHINE CO.**
**2608 Fourth Street S.E., Minneapolis 14, Minnesota**

*"Manufacturers of a complete line of outstanding floor and rug maintenance machines for more than 25 years."*

## Wet-Dry Vacuum SE-532

***Is Easy to Maneuver***

The West Vacmobile features large, non-marking rubber wheels and handle bar for convenient carry. This design enables the machine to glide over carpet edges and sills and climb ramps and stairs without lifting. The unit is completely maneuverable for rolling between desks, furniture or aisles.



The Vacmobile is powered by a 1¼ hp motor designed with a safety bypass feature for picking up water and detergents from floors. The recovery capacity of the unit is 12 gallons or 1½ bushels of dirt.

WEST DISINFECTING CO., 42-16 West St., Long Island City, N. Y.

## Waste Collector SE-533

***Is Ruggedly Designed***

The Kol Kollector consists of a folding frame and a four or six bushel capacity bag of heavy denim or duck. The frame is mounted on rubber casters which roll with ease on hard or carpeted surfaces. The bag has strong web handles, single pucker draw string and large spur grommets.

The frame is of silver gray baked enamel finish and stands upright alone in a minimum of space.

KOL, INC., 2507 University Ave., St. Paul 14, Minn.

## Ladder-Truck SE-534

***Incorporates New Safety Bar***



The Safe-Lad mobile ladder-truck is now safer than ever with the addition of a new Safety-Bar. Use of the accessory provides guard rail protection on all four sides for work in the 9 to 14 foot maintenance zone. Attached to the original 3-side guard rail, the safety bar remains at waist level, adjustable for snugness as the operator ascends. The bar swings to the rear and locks when not needed.

SAFE-LAD MFG. CO., 1001 S. E. Morrison, Portland 14, Ore.

SE-421




SE-422

# TEACH SCIENCE

EFFECTIVELY with "SCIENCE KIT"



## SAVES TIME—EFFORT—MONEY

- contains over 80 pieces of top quality apparatus for elementary science.
- 14 units of experiments clearly explained in easy-to-use Teacher's Manual.
- correlates with any text.
- compact . . . comes in sturdy, easily portable plywood chest.
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- *recommended* . . . by science text publishers; *used* . . . by over 60,000 schools in every state.

**$36.00 FOB Tonawanda**

# "SCIENCE KIT"

BOX 69 Tonawanda, N. Y.

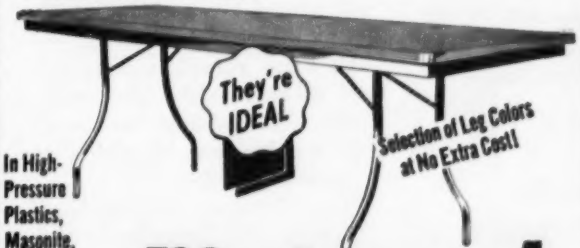
SE-423



## Not Just Strength . . .

# TRI-BALANCE STRENGTH

Minimum weight (for long-haul strength) . . . no knee-interferance *at either END or SIDES* . . . folds and unfolds in a jiffy . . . most efficient automatic locking device . . . stack and store in minimum space. Just a few advantages of tri-balance design combined with Metwood-Hanover's traditional craftsmanship. Professional buyers call it . . . "The Table with 9 Lives".




In High-Pressure Plastics, Masonite, & Plywood Tops. Write for Catalog without! obligation:
Metwood Mfg. Co., Inc.
Hanover, Pa.

**Metwood Hanover** FOLDING TABLES

SE-424

NOW **Rauland** ALL-FACILITY Central Control Dual-Channel

# SCHOOL SOUND SYSTEMS

**Unsurpassed Educational Tool:** The RAULAND S220 All-Facility Console gives you *modern*, smooth administrative control of the *entire* school plant. Available to serve up to 80 rooms, the system performs every conceivable function: distribution of administrative information, radio broadcasts, recorded music, school entertainment, instruction—*plus* instant 2-way intercommunication with all classrooms. Available also in S120 Consolette model, less desk. The last word in School Sound—quality-built to remain modern for years.

## Your Choice of Every Desirable Program Facility

**Program Panel**
Selects any of 3 microphones or Room Return; mixes with any of 4 programs: Radio, Phono, Recorder or Remote Line. (Second program channel is combined with intercom panel.)

**One-Operation Emergency, All-Call and Pre-select Switch**

**FM-AM Radio**
Selects any radio program on the complete FM band or the entire AM standard broadcast band.




**Intercommunication**
Permits 2-way conversation with any room; as second program channel, selects any of 2 microphones, radio or phonograph.

**Switch Panel**
Selects any or all rooms (available with up to 80 room capacity) for all program distribution functions.

**Phono Equipment**
Choice of Automatic Changer playing all record sizes and speeds, or Transcription Player playing up to 16" records of all speeds.

**RAULAND-BORG CORPORATION**

Rauland-Borg Corporation
3515-E West Addison St., Chicago 18, Ill.

Send full details on RAULAND School Sound Systems. We have..... classrooms; auditorium seats.....

Name.....Title.....

School.....

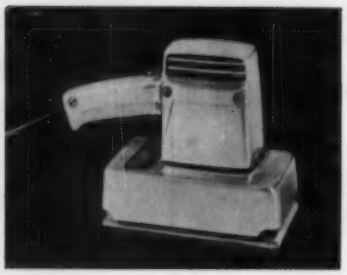
Address.....

City.....Zone.....State.....

## Finishing Sander SE-535

***Sands With, Against, Across Grain***

The Model 145 Finishing Sander by Porter-Cable has three outstanding advantages. The orbital motion of the sanding pad simulates the circular motion of hand sanding which means that you can sand with, against, and across the grain without gouging or rippling. This model, with its husky universal motor, covers large areas quickly for coarse, medium and fine finishing. It is possible to sand close to corners and in other cramped spaces due to its streamlined design.



Maintenance personnel will find this sander ideal for finishing of wood, metal, glass, ceramics and many other materials.

PORTER-CABLE MACHINE CO., Syracuse 8, N. Y.

## Floor Machine SE-536

***"Walks" Up and Down Stairs***



Wheels that can be "locked up" to provide easy transport up and down stairs is an important design feature of the new Advance Pacemaker floor machine. The machine is made for heavy-duty polishing, waxing, scrubbing, steel wooling and shampooing.

"Reach under" front housing permits working under recessed baseboards, desks, furniture, etc.

ADVANCE FLOOR MACHINE CO., 2635 Fourth St., S. E., Minneapolis, Minn.

## Soap Dispenser SE-537

***Is Exceptionally Durable***

A new wall-mounted liquid soap dispenser of tear drop design has just been announced. It is of all-metal construction and is especially well adapted to school use.

The container is made of brass with heavy chromium plate finish and protective nickel plate coating inside. The valve is bronze with vital working parts of stainless steel to prevent corrosion.

There is a convenient cap for filling at the top. The valve is of the push-in type and delivers a measured quantity of soap when the button is pressed in. There is no position in which the button can be held to allow soap to run in a steady stream.

THE IMPERIAL BRASS MFG. CO., 1200 W. Harrison St., Chicago 7, Ill.

SE-425

Folding Tables are NOT all alike!

No other tables have as many "Extra Features" as

Mitchell FOLD-O-LEG tables

★ GREATER SEATING CAPACITY
★ MORE LEG COMFORT
★ UNEQUALED APPEARANCE, DURABILITY, STRENGTH
★ FINEST CONSTRUCTION, MATERIALS, FINISHES
★ BUILT FOR LONG SERVICE

The Strongest, Handiest Folding Table Made!

SMOOTH, SANITARY TOPS of Masonite Presdwood, Linoleum, Fir or Birch Plywood, Formica and Resilyte

TUBULAR STEEL FOLDING LEGS FOLD UNDER FOR STORAGE

QUICK, EASY SET-UP ★ FOR CHANGING ROOM USES

1, 2, 3, 4 LEVEL BANDSTANDS

"U" shaped set-up for BANDS and ORCHESTRAS allow unobstructed vision of musicians, director and audience. Improve appearance, discipline and director control. Same units set-up in a straight line can be used as stepped-up audience seating risers.

1-LEVEL PLATFORMS, STAGES

For speakers, raised speakers tables, ceremonies, acts, style shows. Quick set-up or removal. Used in Schools, Colleges, Churches, Hotels, Clubs, Lodges. Each unit only 2½" thick when folded. Store in small space.

USE THE SAME UNITS FOR MANY DIFFERENT ARRANGEMENTS

ANY SIZE STAGE IN ANY ROOM OR HALL, ANYTIME

Mitchell PORTABLE FOLDING STANDS

★ Each unit a SAFE stand in itself
★ 4'x8'x¾" Tops, 8" 16" 24" 32" heights
★ Strong, rigid TUBULAR STEEL LEGS

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# SCHOOL EQUIPMENT INDEX—JANUARY, 1956

**This index covers products and services referred to in both advertisements and editorial reviews in this issue. To find a particular advertisement or editorial listing, consult the key (SE number) which precedes the listing, and which will also be found above the advertisement or listing in the body of the magazine.**

**If further information concerning any of these products is desired, it will be sent without charge or obligation. Simply circle the identifying numbers on the back of the business reply card below and mail it to us.**

## ADVERTISED PRODUCTS

SE

301 GE Textolite Plastic Surfacing
302 Benjamin Lighting Louvers
303 Nesbitt Wind-O-Line Ventilating System
304 Nissen Trampolines
305 The School Executive Fifth Annual Competition for Better School Design
306 Glynn-Johnson Door Control Hardware
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308 Powers Hydroguard Thermostatic Control
309 Johns-Manville Terraflex Vinyl-Asbestos Floor Tile
310 Safway Steel Bleachers
311 Brillo Floor Pads
312 Medart Telescopic Gym Seats
313 Westcodyne Germicide
314 Ft. Howard Toilet Tissues
315 American Seating No. 445 Desk
316 Heinz Fruits and Vegetables
317 Remington Adding Machines
318 Fiberesin Plastic Taps
319 Herman Nelson Unit Ventilators
320 Schieber Folding Table and Bench Equipment
321 All-Steel Equipment Office Furniture
321A Lyon Steel Equipment
322 Aluminum Cooking Wear-Ever Utensils
323 Peabody Classroom Furniture
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325 American School and University 1955-56 Edition
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331 Charles Beseler Vu-Lyte II Opaque Projector
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350 Hillyard Floor Maintenance

SE

351 Strong Spotlights
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353 American Crayonex Drawing Crayons
354 Dudley Combination Padlocks
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356 Richards-Wilcox Folder-Way Partitions
357 Beltone Audiometer
358 Irby Tubular Steel Chairs
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360 American City Fund-Raising Campaigns
361 Chicago Sani-Dri Electric Dryers
362 Califone Phonographs
363 Royal Electric Typewriter
364 Jennison-Wright Kreolite Flexible Strip End Grain Wood Block Floors
365 Bradley Wash Fountains
366 Hunt Pencil Sharpeners
367 Geerpres Mop Wringers
368 Kuehne School Furniture
369 Thompson Hangers
370 Conn Band Instruments
371 Snyder Grand Stands—Bleachers
372 Manley VistaPop
373 Howe Folding Tables
374 Mississippi Diffused Glass
375 Pittsburgh-Des Moines Steel Deck Grandstands
376 Executone School Intercom Systems
377 Underwood Electric Typewriters
378 RCA Projectors and School Sound Systems
379 Duke Thurmaduke Waterless Food Warmer
380 Universal Dishwashers

SE

381 Seat-Eat Convertable Cafeteria Seating
382 Cretors Popcorn Machine
383 Brunswick Classroom Cabinets
384 Berlin EZ-A-Way Bleachers
385 Monroe Folding Banquet Tables
386 Finnell Scrubber-Vac Floor Machine
387 Sjostrom Library Furniture
388 Up-Right Scaffold-On-Wheels
389 Rilco Laminated Wood Arches
390 Curtis Lighting Luminaires
391 Bil-Jax Tubular Steel Work Platforms
392 National Atlas Electric Food Cart
393 Standard Electric Clock and Program Systems
394 Atlas Clausing Vertical Miller
397 National Super Suction Cleaner
398 Hussey Steel Portable Stands
399 Krueger Steel Folding Chairs
400 National Combination Locks
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402 Reeves Steel Bleachers & Grandstands
403 Educational Porta-Robe Units
404 Don Cooking Utensils
405 Pratt & Lambert Lyt-all Flowing Flat Paint
406 Pittsburgh Stage Equipment
407 Colonial Clay Cart & Art Counter
408 Spencer Portable Vacuum Cleaner
409 Rowles Mastermade Movable Desk
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**THE SCHOOL EXECUTIVE**

**470 FOURTH AVENUE**

**NEW YORK 16, N. Y.**

SE

414 Playtime Galvanized Bleacher Seating
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416 Montgomery Program Clocks
417 International School Seating
418 Nutting Chair Trucks
419 Gougler Keyless Locks
420 Advance Floor Machines
421 Master Combination Padlocks
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426 Wilcox-Gay Classroom Seating & Recordio
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430 Bassick Rubber-Cushion Glides
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433 Empire Waterlox Transparent Products
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435 Loxit Floor-Laying System
436 Apsco Pencil Sharpeners, Desk Staplers
437 Heat-Timer Varivalve
438 Pennsylvania Slate Chalkboards
439 Conn Organs
440 Tu-Way Corridor Duster
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455 Our Schools Monthly Leaflet

SE

456 Johnson Plastic Table Tops
457 As I See It Text by Walter D. Cocking
458 Irwin School Furniture
459 Varigraph Lettering Instrument
460 Equipto Modern-Flow Lockers

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505 Resolite Daylighting Panels
506 Unistrut Low-Cost Partitions
507 Pittsburgh Insulation
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509 Maze Exterior Nails
510 Titchener Fluorescent Light Guards

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511 Harmonic Jr. Size Telescope
512 Melvin Freed Microscope Slides
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516 Stafford Tempera Colors

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518 Desks of America Adjustable Typewriter Table
519 Labine Lab Glassware Washer
520 Klearcite Rear Projection Screen
521 Strong Arc Spotlight
522 American Soap Dispenser-Shelf

### FOOD SERVICE

504 Vendo Hot Canned Soup Dispenser
523 Glenco Refrigerator
524 Duke Waterless Food Warmer

SE

525 Sweden Freezer Shaker Maker
526 Schaefer Milk Cooler
527 Knight Hot Food Units
528 Cee and Tee Soft Drink Dispenser

### PHYSICAL EDUCATION

529 Voit Utility Balls
530 Jamison Merry-Go-Round
531 Scott Portable Stadium Seats

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533 Kol Waste Collector
534 Safe-Lad Ladder-Truck
535 Porter-Cable Finishing Sander
536 Advance Floor Machine
537 Imperial Soap Dispenser

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614 Lippincott Text on English
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616 Scott, Foresman and Co. Text on English
617 Columbia University Volume on Music
618 Reinhold Book on Foods
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620 Scribner's Arithmetic Books
621 Allyn & Bacon Science Series
622 Iroquois History Series
623 Audubon Birds of Prey
624 Cambridge Catalog
625 American Presidents (Benn Hall)
626 Scott, Foresman Science-Fiction
627 The New Teacher (Harper)

THE SCHOOL EXECUTIVE, 470 Fourth Ave., New York 16, N. Y. January, 1956

**Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.**

301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 321A 322 323
324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347
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## ANNOUNCING

Drawn cold rolled steel chair desk. Available in various heights. The chair is very well balanced and will not tip readily.



Also available to you, Mr. School Administrator—is our regular tubular seating, stack tubing, bent plywood stocking and combination tube and plywood classroom seating and folding chairs. Color tubing and special wood finishes can be furnished as desired.

***Please see our exhibit at the AASA in Atlantic City, Booth #1304—1306.***

**RECORDIO**

Records, plays, and may be used as a public address system alone or with connected speakers.



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**Contract Division**

**743 N. LaSalle St., Chicago, Ill.**

SE-427

MOST Cordial in Birmingham

200 ROOMS

Favorite host of travelers coast to coast. 200 sunlit, air-cooled and air-conditioned rooms. Large, comfortable meeting rooms. Maximum in service —Alabama Style

Rates from single $3.50 double $6.50



HOTEL MOLTON

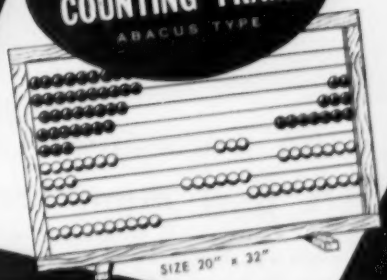
507 N. 20th St.

*Featuring the* MOLTON GRILL

SE-428

PANA-MATH COUNTING FRAME

ABACUS TYPE




Grade 1 to 4 Requirement

**for effective visual math teaching**

Pana-math is a versatile classroom counting frame for *incidental* learning of the important concepts of arithmetic. The ancient abacus is now adapted as a modern aid to *visualize* numbers, groups and relationships by actual arrangement of beads. Sturdily constructed of 13/16" hardwood the frame has 10 removable push-spring rods each with 10 colorful beads. Specify Pana-math for all new or replacement counting frame equipment. (Pat. No. 2,655,737)

• Time Teaching Clocks • Clock Dials • Magnetic Boards • Flannel Boards • Peg & Peg Boards • Jig Saw Puzzles • Ironing Boards • Stoves • Sinks • Refrigerators • Dutch Cabinets • Easels • Portable Black Boards • Black Board Erasers • Basket Bottoms • Colored Wood Beads • Window Poles

Send for "Manual for Teaching with Counting Frame" by Dr. Irving Allen Dodes.

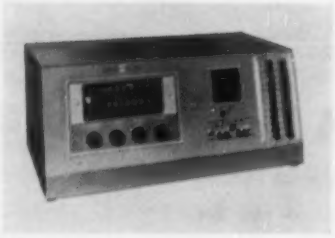
**DAINTEE TOYS, INC.**

230-A STEUBEN STREET, BROOKLYN 5, N. Y.

SE-538

## Communication System

***Designed Specifically for School Needs***



Lucite Acrylic Designation Strip Lenses, extruded by Anchor Plastics Co. of Long Island City, are now being used on the new Stromberg-Carlson School Communication Systems.

These units are designed to provide intercommunication, public address, music, and emergency warning facilities in a unified console or desk mounted unit. The systems come in a multitude of models serving from 22 to 180 rooms.

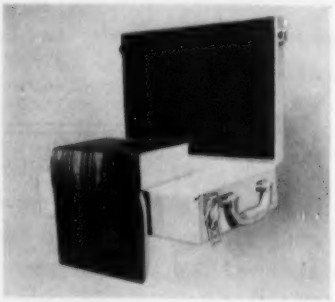
The unit illustrated is the smallest, SS311, with a maximum of 22 stations.

STROMBERG-CARLSON CO., SOUND EQUIPMENT DIV., 1225 Clifford Ave., Rochester 21, N. Y.

SE-539

## Photocopy Unit

***Is Easy to Carry***



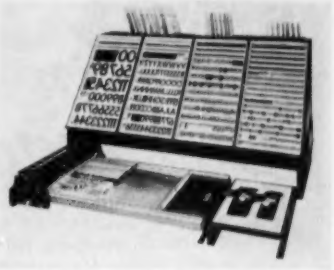
The Copease Corp. have added a lightweight, portable photocopy unit to their line. This machine fits into a briefcase and can easily be carried where needed. Anything written, printed, typed, drawn or photographed, from color or black-and-white originals, can be exposed by placing the original in the photocopier with a sheet of sensitized paper and flipping a switch.

COPEASE CORP., 270 Park Ave., New York 17, N. Y.

SE-540

## Sign Machine

***For Announcements, Posters***



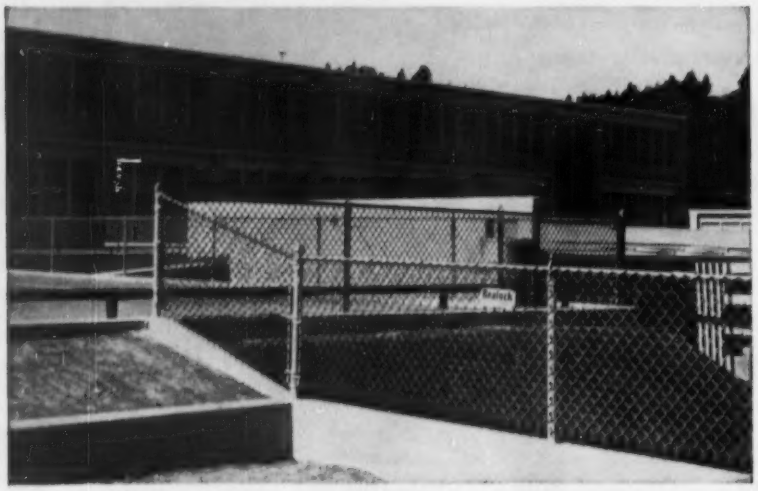
An improved model of the Morgan Company's Line-O-Scribe, Model MR1422, is now available. The new machine features compactness and convenience plus simplicity of operation. Students can easily produce top-quality visual training aids, signs, posters, information tickets, flip cards, etc.

The alphabet and numerals are furnished in sizes from ¼ inch to 6 inches. Either paper or cardboard can be used in sizes up to a maximum of 14 x 22 inches.

THE MORGAN CO., 3984 Avondale Ave., Chicago 41, Ill.

SE-429

# REALOCK FENCE



**. . . the permanent protection for schools and municipal property**

Realock Fence offers positive and permanent protection for school and municipal property by providing an effective, ever-present barrier against vandals and other unwanted visitors. What's more, Realock's neat, well-tailored look improves the appearance of the area it protects.

Heavily galvanized for long-lasting weather resistance, Realock Fence is available in a wide variety of types—with or without barbed wire tops. Full details and free estimates available . . . see your classified telephone directory for sales office or write to the nearest office listed below.

THE COLORADO FUEL AND IRON CORPORATION, Denver and Oakland
WICKWIRE SPENCER STEEL DIVISION, Buffalo, New York 3333

REALOCK FENCE
THE COLORADO FUEL AND IRON CORPORATION

CF&I

BRANCHES IN ALL KEY CITIES

SE-430

# Shhhhhh!




Talk about quiet in the classroom, and you'll end up whispering about Bassick Rubber-Cushion Glides.

Not only are they noiseless themselves, they keep the racket of moving desks, tables, and chairs down to a whisper too. Their broad, flat, heavy steel bases slide easily—no screeching. Their rubber cushions absorb shocks. Your classrooms need them. Ask for Bassick Rubber-Cushion Glides. THE BASSICK COMPANY, Bridgeport 2, Conn. *In Canada:* Belleville, Ont.




**Bassick**
A DIVISION OF
STEWART SW WARNER
MAKING MORE KINDS OF CASTERS... MAKING CASTERS DO MORE

SE-431

## PUSH BUTTON CONTROL



BARRICK'S Folding Tables with "push button" operation reduce setup time.

Exclusive steel center channel construction adds strength—reduces weight.

Choice of rectangular, square or round tables with plywood, formica or blonde hard board tops in sizes and styles to your exact needs.

With Barricks patented **AUTOMATIC LEG LOCK,** legs lock in open position and close at the touch of a finger—automatically.

**BARRICKS FOLDING TABLES**



See your dealer or write for the complete Barricks story.
134 W. 54th St.
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**BARRICKS**
MFG. CO.
*America's Finest Folding Tables*

SE-432

## IN SCHOOLS



**Floor Care is mostly labor cost.**

# QUALITY MOPS

**Reduce Man-Hours!**

***Cuts Clean-up Time in Half***

**BIG X Sweep Mop**

Here's a mop that snatches up dust on contact. And it's amazingly durable... lasts and lasts. Can be removed from block for washing. Handles can't break due to exclusive new, rugged "Gibraltar" brace... BIG X comes in various widths up to 5 feet!... It's our leader!

**VICTORY Wet Mop**



Your maintenance men will cheer you for ordering VICTORY mops. Soak up dirt and water at high speed. A heavy-duty, long-wearing mop—the choice of thousands of buyers.



**HOLZ-EM Applicator**

A high-speed performer. Reduces cost of applying wax, seals, varnish. More professional floor finishers use HOLZ-EMS than any other applicator.

*Order* **AMERICAN STANDARD products from your regular supplier. He has them or can get them for you. If not, write us direct.**

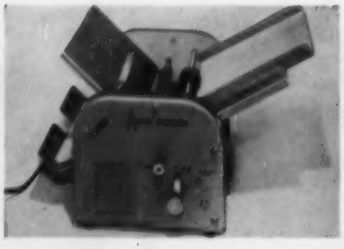
TOPS IN MOPS
**AMERICAN STANDARD MFG. COMPANY**
Incorporated 1908

CHARLES E. KREBS and WALTER C. KREBS
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## Folding Machine SE-541

***Folds 7000 Pieces Hourly***

Notices, reports, memos, statements, bulletins, bills, advertising material, regular correspondence—all can be efficiently and economically handled with the new Premier Auto-Fold. The most unskilled operator can set single, double, standard, accordion, French and many other folds into the machine simply by referring to the folding chart permanently inscribed on the side of the machine.



The machine is powered by an electric motor which operates on 110-120 volt AC current.

MARTIN-YALE, INC., 334 N. Bell Ave., Chicago, Ill.

SE-433

*Having Moisture Control Problems?*

—YOU'LL FIND THE ANSWER IN—

**WATERLOX**

**TRANSPARENT**

***and Other WATERLOX PRODUCTS***

*Specialists experienced in dealing with Moisture-Control are on hand to assist you with your particular problem—all laboratory-trained.*

*JUST WRITE or PHONE*

**WATERLOX**

DIVISION OF

THE EMPIRE VARNISH COMPANY

2636 East 76th St. Cleveland 4, Ohio

## Copying Machine SE-542

***Produces 1,000 Copies Hourly***



The new Copyflex Model 250 is a large volume copying machine, capable of producing up to 1,000 letter-size copies per hour from one of many originals.

It is a compact, virtually automatic model that occupies less than one sq. yd. of floor space. It turns out sharp facsimile copies of practically anything typed, written, drawn or printed on ordinary translucent paper. This model will take originals up to 18½" wide by any length, at a speed of 10 inches to 25 linear feet per minute. The operator simply inserts the original and a sensitized sheet into the machine together and a direct copy emerges seconds later. One knob controls the machine's operation.

CHARLES BRUNING CO., INC., 4700 Montrose Ave., Chicago 41, Ill.

## Dictating Machine SE-543

***Has New Indexing System***

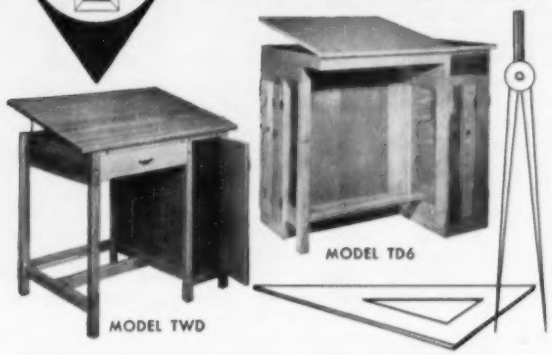
The Rex Recorder features a revolutionary new indexing system using a roll of index slips which pull through and tear off. The high fidelity response, produced by the magnetic principle of recording, has been increased in range and quality. A new idea is an "off" button, which turns the machine on and off and automatically leaves the machine in neutral position. In addition, there is an input volume control which permits use of the machine in all locations.

AMERICAN DICTATING MACHINE CO., INC., 65 Madison Ave., New York 16, N. Y.

SE-434

# TOLCO

## DRAFTING and DRAWING TABLES




Your Drafting Room or Art Department will be better equipped when you specify PRECISION BUILT TOLCO units. The many different Tolco models are built and finished to give years of maintenance free service. Northern Hard Maple frames—bolt reinforced mortised and tenoned joints—adjustable warp free work surfaces. There is a Tolco unit just right for your school and budget.

*Write For Complete Information*

**THE TOLERTON COMPANY**
265 NORTH FREEDOM AVE. ALLIANCE, OHIO

SE-435




## THE *SECRET* OF *DURABLE* FLOORS!

FLOORS ARE IMPORTANT —CONSULT YOUR ARCHITECT!

The Loxit Floor-Laying System has been commended and recommended by top architects and contractors the nation over. Simple to install! No special tools required. Uses Standard T & G Wood Strip Flooring —without nails, wood sleepers or adhesives. With simple care Loxit-laid floors will give years of "trouble-free" service. Write today for literature, catalogs and sample.

# LOXIT FLOOR-LAYING SYSTEM

LOXIT SYSTEMS, INC., 1217 W. WASHINGTON BLVD., CHICAGO 7, ILLINOIS

SE-436

## STRAIGHT A'S ALWAYS!




Apsco — School — America's Choice!

**Apsco products inc.**
9855 W. PICO BLVD., LOS ANGELES, CALIF.

SE-437

# HEAT FAST to COLD RADIATORS with HEAT-TIMER VARIVALVE



**Stop wasting fuel with inefficient, clogged or worn-out valves. Don't overheat most of your building to get heat to remote radiators. Varivalves will get heat first to hard-to-heat rooms! Get heat with ounces of pressure instead of pounds! Varivalves are noiseless, will not clog and will last indefinitely! There is no other air valve like it!**

*unconditional money-back guarantee*

*descriptive literature on request*

MAIL YOUR ORDER TODAY TO
**HEAT-TIMER** *corporation*
Dept. SE, 457 Broadway, New York 12, N. Y.
Enclosed please find $_____
Please send _____ Varivalves @ $3.45
Name _____
Address _____
City & State _____

## AUDIO-VISUAL AIDS

### SE-601 Electric Current

*Learning About Electric Current.* 16mm, sound, 8 minutes. Directed to upper elementary grades and junior high school, the film includes some scenes from more advanced EBFilms, in addition to considerable new material. The film explains that an electric circuit is one in which electric current can make a complete round trip from its source, through a device being operated, and back to its source. The film shows the difference between open and closed circuits, and demonstrates how current can flow through conductors like copper wire, but not through insulating materials like glass. ENCYCLOPAEDIA BRITANNICA FILMS, 1150 Wilmette Ave., Wilmette, Ill.

### SE-602 Weather

*First Experiments About Weather* is a series of six filmstrips in color containing 24 experiments for primary grades. Simple experiments, demonstrated in this new filmstrip series, introduce primary grade children to the scientific method of problem solving. Children actually see many different ways to find a single answer. Detailed instructions in each filmstrip show how to set up and perform a group of simple experiments. Each one investigates a single concept about the weather. All of the experiments can be carried on in an average classroom with the equipment at hand. Filmstrips include: (1) *What Is An Experiment?* (2) *How Does Water Get Into The Air?*; (3) *What Makes Things Dry Faster?*; (4) *Where do Clouds Come From?*; (5) *What Is Wind?*; and (6) *Why Is The Night Cooler Than The Day?*. Complete series or individual filmstrips available. THE JAM HANDY CORPORATION, 2821 E. Grand Blvd., Detroit 11, Mich.

### SE-603 Audio-Visual Aids Catalog

The Filmstrip House announces the release of its new free 24-page catalog, *Audio-Visual Aids 1955-56.* Included in the listing of filmstrips and records for elementary and high school are new sets on mathematics, history, social studies, English and art subjects. Among the new sets are: *Man And Measures; Our Holidays and What They Mean;* and *Your World—Set I.* Detailed descriptions and prices of all material are included. THE FILMSTRIP HOUSE, 15 W. 46 St., N. Y. 36, N. Y.

### SE-604 Y.A.F. New Films

Three new educational films have been released by YAFilms, Inc., of interest to various school levels: *North Pole, Why Study Home Economics* and *Cindy Goes To A Party.* Each is 16mm, sound and 11 minutes in length and is offered to schools on either a rental or a purchase basis. YOUNG AMERICA FILMS, INC., 18 E. 41st St., N. Y. 17, N. Y.

### SE-605 Nicaragua

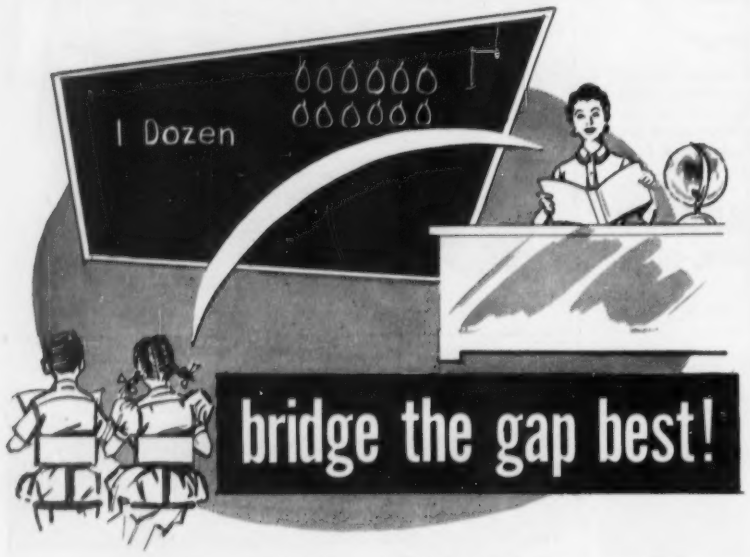
Nicaragua's progress toward economic rehabilitation after centuries of virtual isolation is described in a new 15-minute documentary film, *On the Road,* released through Association Films, Inc. Today, because of assistance from the International Bank for Reconstruction and Development, and with the cooperation of the government of Nicaragua, new roads are being built, hospitals, schools, factories and homes constructed, farm lands revitalized, and jungles cleared for planting and development. ASSOCIATION FILMS, Broad at Elm, Ridgefield, N. J.

### SE-606 Sound Slidefilm Guide

Approximately 1,000 titles are described in the sixth edition of the *Sound Slidefilm Guide* published by the DuKane Corp. It reveals the widening use of the filmstrip with recorded sound as an educational tool. The guide lists and describes individual sound slidefilms and programs for education, training, and inspirational use in business, schools and for religious use. Subject matter of the films covers such areas as aviation, agriculture, health and hygiene, sales and personnel training, advertising, art, athletics, traffic safety, history, and human relations. Source of each film is noted in the guide along with its availability, whether by rental, purchase, or free loan. Also included in the booklet is an alphabetical list of titles, and a separate, complete list of sources. Priced at $1.00 per copy, it is available from the AUDIO VISUAL DIV. OF DUKANE CORP., St. Charles, Ill.


SE-438

**slate chalkboards**




**SUPERIOR VISIBILITY MEANS QUICKER . . . EASIER TEACHER-STUDENT COMMUNICATION.**

Slate chalkboards command attention. The high degree of contrast between message and background on a slate chalkboard means a clear, easy-to-see, easy-to-grasp message . . . one to which the student instinctively responds. It's an invaluable aid to the teacher in classroom work . . . and an economical one, too . . . a one-time investment in dependability and eye-soothing service.

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205 REALTY BLDG. PEN ARGYL, PENNA.

*500 Million Years in the Making . . . NATURAL SLATE*

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ALL-NEW *Classic* MODEL

### *Only* CONN *Organs Offer All This*

- ★ MORE REALISTIC ORGAN TONE
- ★ TRADITIONAL ORGAN STYLING
- ★ TWO FULL 61-NOTE INDEPENDENT MANUALS
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This *newest* CONN organ is the masterpiece of the industry . . . far surpassing in tone and musical performance anything previously offered. See your CONN organ dealer for *comparative* demonstration before buying any organ. No other organ offers your school so *much!* C. G. Conn Ltd., ORGAN DIVISION, Dept. 132, Elkhart, Indiana



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CONN *organs*
"TRIUMPH IN TONE"

MUSICAL INSTRUMENT SPECIALISTS NEARLY A CENTURY

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KING SIZE

**MONARCH CORRIDOR DUSTER**

With eleven dusting surfaces ranging in size from 12 x 20 to 12 x 70, these big Monarch Corridor Dusters are designed to handle "King-Size" jobs —Wide Corridors—Office Buildings —Hospitals—Gymnasiums—School Floors. The head is detachable and washable and is made of the finest long staple yarn . . . Use a Tu-Way! You'll understand why we sell more industrial mops than any other manufacturer in the world.

*Manufacturers of:*
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- ★ **ROLLS TO JOB** easily — through standard doors. Carries all needed supplies to job.
- ★ **COMPLETELY STABLE** Exceeds standards suggested by National Safety Council.

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***Manufacturing Company***
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PORTLAND 14, OREGON

SE-442



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***LIFETIME EFFICIENCY**
DRAWING TABLE
**makes good your investment**

Rigid welded steel stands up under hard use, even abuse! Boards equipped with zinc plated steel end cleats. Fingertip adjustment of board to any desired working angle. Large all-steel drawers operate smoothly on nylon glides. Hammertone enamel finish. Drawing surface 22" x 24", reference surface, 22" x 10"; also available with undivided top in many sizes. 30" to 37" heights. Also available with steel or hardwood tops.

***LIFETIME STEEL CONSTRUCTION**

***Write today for NEW Catalog***

Manufacturers of Lifetime Steel Blue Print Filing Cabinets, Drafting Tables, Tracing Tables, etc.

**STACOR EQUIPMENT CO.**
475 Troy Avenue • Brooklyn 3, New York
*Dealer Inquiries Invited*

SE-443

# The AMERICAN floor and rug care catalog makes sense and means **MONEY SAVED**

We have prepared clear brief specific data for busy people like yourself, who have a job to do and a desire to make a top flight showing through purchases or recommendations that reflect a thorough and intelligent understanding.

While you may not need a new machine today, it's smart to have these buying facts in your file. Then when you wish to see a particular model, just drop us a note or get in touch with our distributor who serves your territory.

***Be Prepared for Buying Action!***

Send today for your free copy of this fact-filled Catalog. Of course, no obligation.




**SEND FOR THIS HANDY CATALOG COVERING ALL THESE BUYING FACTS:**

- How 1 machine does 10 jobs.
- 14 things to check before you buy.
- Selecting a machine for any job, any budget.
- Selecting attachments that go on-off without tools.
- How to choose the vacuum for your job.
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***Performance Proved Maintenance Machines World-Wide Sales and Service***

THE AMERICAN® FLOOR SURFACING MACHINE CO. ESTABLISHED 1903

549 So. St. Clair St., Toledo 3, Ohio

SE-444

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*Schacht* **STAINLESS STEEL**

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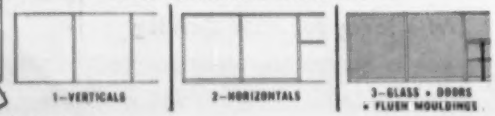
*Write for Descriptive Literature on ERECTO-FRAMING*

*SIMPLICITY • BEAUTY • ECONOMY • VERSATILITY • DURABILITY*

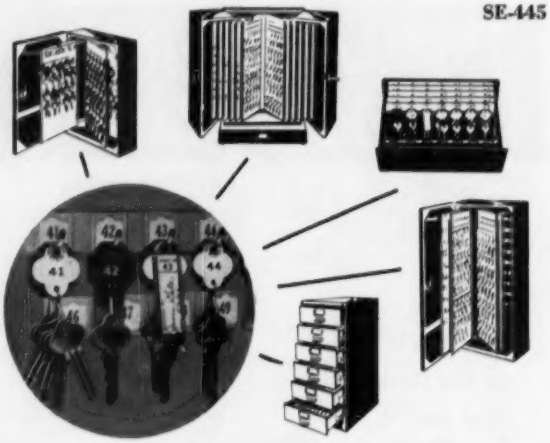
**SCHACHT ASSOCIATES INC.**

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Manufacturers of famous Schacht Stainless Steel Doors & Frames




SE-445



## To find keys as easy as letters . . .

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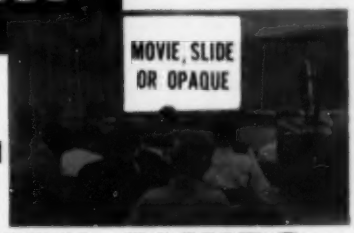
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### SE-608 1956 Radio, TV Catalog

Allied Radio Corporation announces the Fall release of its new 1956 catalog (No. 150), featuring a large selection of radio, television and electronic parts and equipment for use in school classrooms, laboratories and shops. The 1956 edition of this electronics buying guide is the largest in the company's history—324 pages listing over 26,000 items. Of great interest to teachers and other school personnel is the greatly expanded section on training kits, recording and test equipment books, diagrams, parts and tubes, and other equipment required for radio and electronic training activities. A 128-page section is devoted to sound equipment. The latest tape and disc recorders in all price ranges, plus a wide variety of recording accessories is also included. ALLIED RADIO CORP., 100 N. Western Ave., Chicago 80, Ill.


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### SE-610 Library Furniture

*Trend Colorline* is the title of a new 6-page illustrated folder displaying Remington Rand's new library furniture. Shown in the folder are rectangular and square-round tables, individual study tables, convertible work station with recessed wells for card trays, and occasional chairs. This Trend ColorLine library furniture is available in decorator colors—desert tan, rose, cocoa brown and sagebrush green—applied with permaseal conversion varnish baked on for resistance to scratches and stains. Copies of the folder LB 704 are available at REMINGTON RAND DIV., SPERRY RAND CORP., 315 Fourth Ave., New York 10, N.Y.

### SE-611 Potentiometer

*E-51.* Complete information about Leeds & Northrup's Type K-2 Potentiometer is now available in a new 4-page data sheet just published. The publication points out the wide-spread use of this potentiometer in research laboratories for potential difference measurements, for instrument checking, and for precise temperature measurements. This concise sheet describes the circuitry and construction of the Type K-2 in detail, and lists the accessories required for typical measurements. LEEDS & NORTHRUP CO., 4934 Stenton Ave., Philadelphia 44, Pa.

### SE-612 Library Furniture

Profusely illustrated with photographs, and containing dimensions and specifications, this new catalog entitled *Bro-Dart . . . The Finest in Library Furniture and Equipment* is now available. Included are various displays of functional library furniture consisting of Shelving; Card Catalog Cabinets; Book Trucks; Unit Type Charging Desks; Sitting and Counter Height Charging Desks; Library Tables; Chairs; Newspaper and Magazine Racks; Dictionary Stands, Wood Filing Cabinets; Stools; and Exhibit Cases. BRO-DART INDUSTRIES, 59 E. Alpine St., Newark 5, N. J.

SE-451

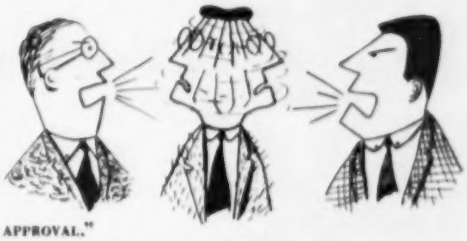


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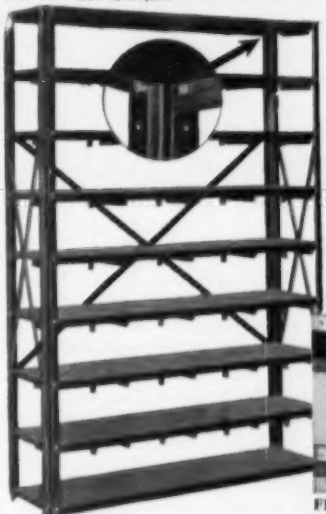
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### SE-614 English

*English For Today*—Revised, by Martha Gray and Clarence Hach gives students a basic over-all view of English. All information is presented within the structure of the major communication media—speaking, writing, listening, and reading. Grammar is presented in a separate handbook section at the back of each book. Teachers' Manuals are available. J. B. Lippincott Co., 333 West Lake St., Chicago 6, Ill.

### SE-615 Latin America

Now available in the fourth and latest edition, *The People and Politics of Latin America* covers the period from the discovery of the New World through 1955. The text takes a look at Latin America in world affairs. Each chapter deals with a particular country, carrying the story of that country from its beginning up to the present. Contents range from the Making of the Hispanic Peoples, through the development of the Inter-American System to the last four chapters which have been entirely rewritten—Latin-American Literary and Cultural Life, Regional Groupings and World Relationships to the Second World War, Latin-American Social and Economic Evolution, and the Inter-American System and World Relations since 1940. Ginn and Co., Statler Bldg., Boston, Mass.

### SE-616 English

*Guide to Modern English*, by Richard K. Corbin and Porter G. Perrin is a composition text for eleventh and twelfth grades. The book consists of seventeen teaching chapters and each chapter, or small block of chapters, is a unit in itself. A 200-page reference Index forms the second half of the book, offering students look-it-up-themselves help with a variety of specific questions about grammar, usage, punctuation, and general language facts. Other chapters include a concise review of grammar; suggestions on solving usage problems students frequently encounter; detailed help with writing clear, complete, effective sentences, and other topics. 528 pages. Price, $3.20. Scott, Foresman and Co., 433 E. Erie St., Chicago 11, Ill.

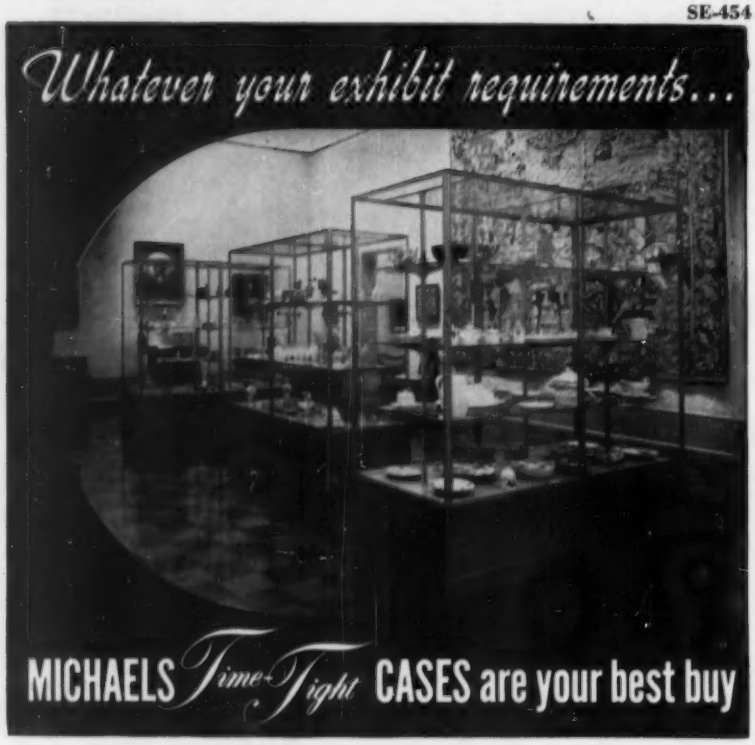
### SE-617 Music

*Music in Education.* This text of 335 pages contains: General Exposés; Music Education in the Curriculum (Primary and Secondary Schools, Higher Education, Popular Music Schools, Individual and Private Music Instruction); Music Education in Society; Methods and Aids in Music Education; The Training of the Teacher; and The Contribution of the Professional to Music Education. Price is $3.00. Columbia University Press, 2960 Broadway, New York 27, N. Y.

### SE-618 Foods

*Drying and Dehydration of Foods*, new 2nd Edition, by Harry W. Von Loesecke, lists the facts necessary for successful operation of dehydration projects, both large and small. It stresses specific details, such as moisture content, time and temperature of blanching, yield to be expected, trimming losses and similar problems for all types of fruits, vegetables, meats and fish, as well as a complete chapter on dairy products. The construction and operation of the most modern types of dehydration machinery and equipment, including drum and tunnel dryers, spray dryers and vacuum drying cabinets, are described at length. The nutritional value of dehydrated foods with special reference to vitamin content and taste is discussed, as well as packaging, storage and the reconstitution and preparation for such foods for the table. Included are illustrations and diagrams, along with assembled tabular data and references. Price $7.50. Reinhold Book Div., 430 Park Ave., New York 22, N. Y.


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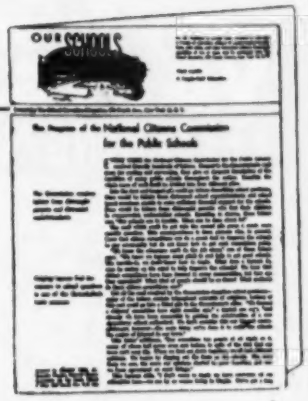


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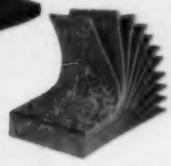
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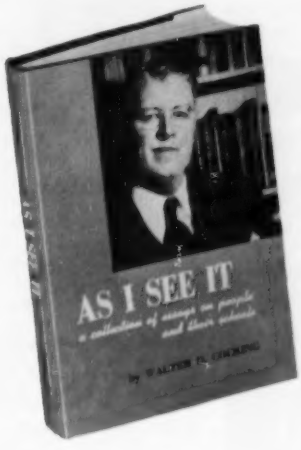
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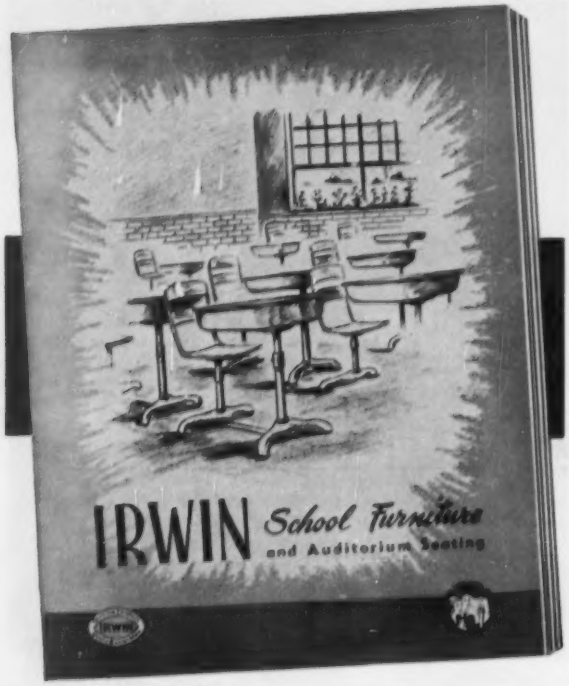
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### SE-620 Arithmetic Books

*The Scribner Arithmetics* for Grades 3 through 8 by Richard Madden, Leslie S. Beatty, William A. Gager, Beulah Echols, Dorris H. Johnson, Carl N. Shuster, and Franklin W. Kokomoor are now available. CHARLES SCRIBNER'S SONS, 597 Fifth Ave., New York 17, N. Y.

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### SE-623 Birds of Prey

*North American Birds of Prey* by Alexander Sprunt, Jr. tells of the spread of scientific knowledge about eagles, hawks, and owls and their place in nature's economy. Continuing studies by conservationists have shown that the birds of prey, despite their occasional predation on poultry and game, function in the long run as friends of the sportsman and farmer by controlling rodents, insects, and other creatures, and helping to maintain a healthy balance in the wildlife community. These birds are now accorded legal protection in all but six states. The text has 46 color illustrations and describes each species as it may be seen in its natural habitat, and includes information on recognition, nesting habits, and range. NATIONAL AUDUBON SOCIETY, 1130 Fifth Ave., New York 28, N. Y.

### SE-624 Fall Catalog

*Cambridge Autumn Books 1955* lists new books which are available. There is an index of new books at the back of the booklet arranged by author. A summary and price quotation is included. CAMBRIDGE UNIVERSITY PRESS, 32 E. 57th St., New York 22, N. Y.

### SE-625 American Presidents

Theodore Roosevelt (at 42) was the youngest American president; William Henry Harrison (68) the oldest. Lincoln was the tallest president (6'4"); Taft (300 pounds plus) the largest and Madison (5'4") the smallest. These are some of the facts told in the illustrated, forthcoming book, *Pictorial History of American Presidents,* by John and Alice Durant. The text includes 566 prints, paintings and cartoons. This volume is an informal history covering every administration and the significant and interesting events that occurred. BENN HALL ASSOCIATES, 47 East 61st St., New York 21, N. Y.

### SE-626 Science-Fiction Text

*20,000 Leagues Under The Sea,* by Jules Verne. Adapted by Gertrude Moderow, 301 pages. List Price, $2.00. A forerunner of the current science-fiction trend, this text follows the narrator through an action-packed journey in the Nautilus—an underwater ship surprisingly like the real submarines that first appeared some years after Verne's story. This edition, adapted to fifth-grade reading level, is illustrated with copies of the original wood-cuts. SCOTT, FORESMAN AND CO., 433 E. Erie St., Chicago 11, Ill.

### SE-627 The New Teacher

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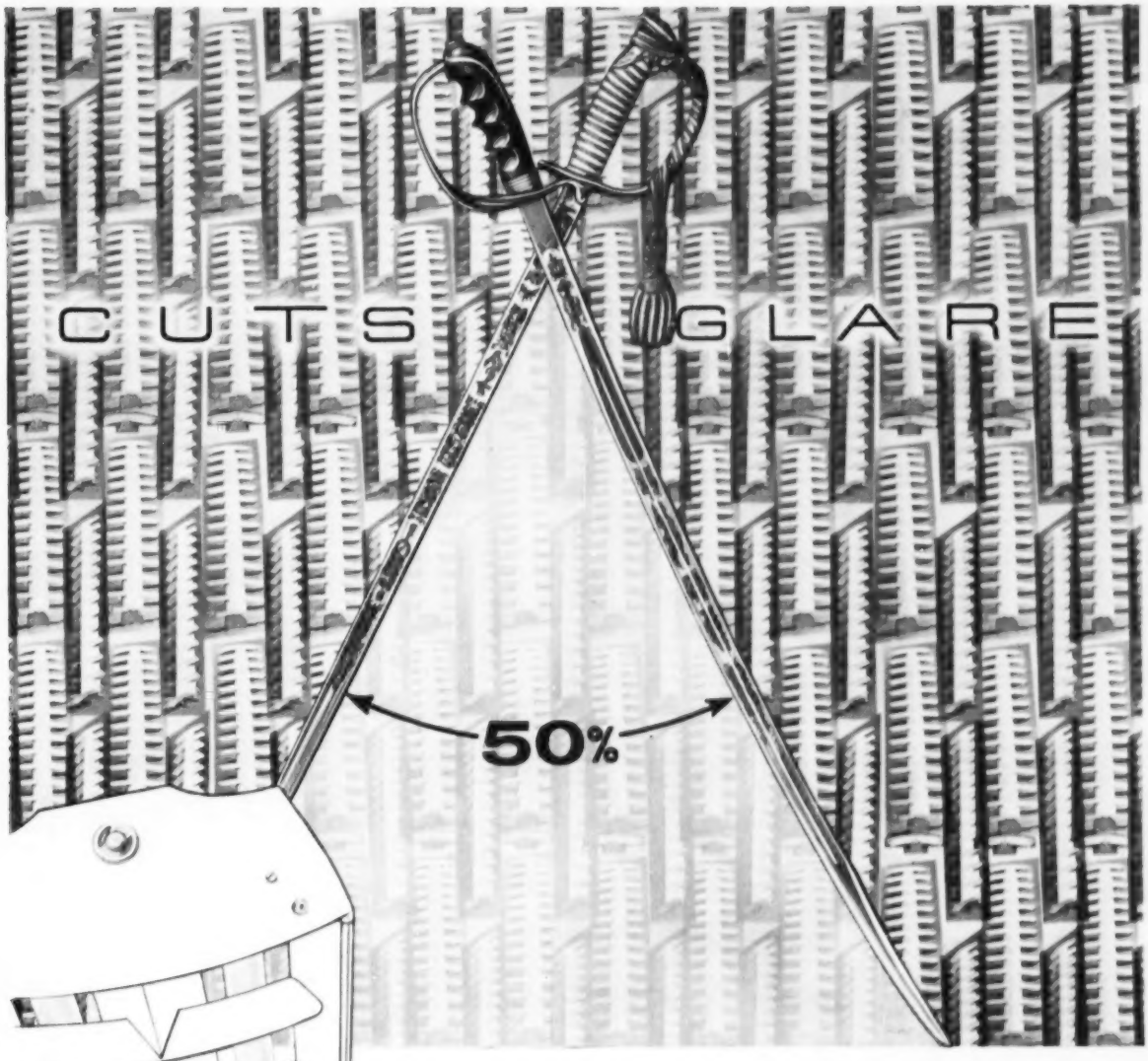
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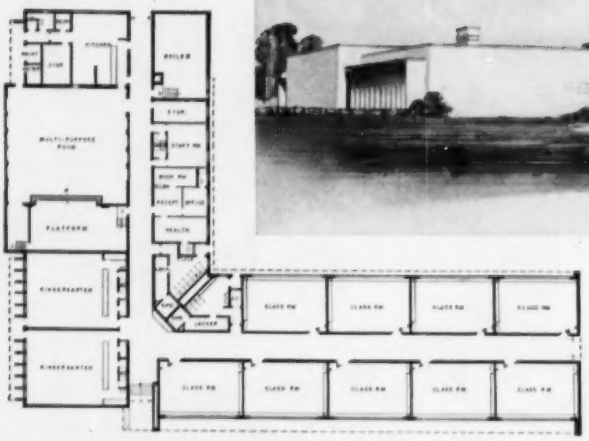
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# THIS SCHOOL will get a NESBITT Series Hot Water WIND·O·LINE System with Storage Cabinets for LESS than the cost of Hot-Air Heating!

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Why not check this Nesbitt System for your next school?

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